DOCUMENT RESUME

ED 389 892 CE 070 402

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TITLE	Basic Skills Curriculum in a Total Quality Management Initiative.
INSTITUTION	Center--Resources for Education, Des Plaines, IL.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	95
CONTRACT	V198A30043-93
NOTE	150p.; For the final performance report, see CE 070 403.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Education; *Adult Literacy; Competence; Competency Based Education; *Curriculum Development; Employer Employee Relationship; Inplant Programs; *Literacy Education; On the Job Training; Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Total Quality Management; *Workplace Literacy
IDENTIFIERS	Illinois (Chicago)

ABSTRACT

This curriculum guide resulted from a project conducted to: (1) improve the productivity and efficiency of 21 companies by providing workplace literacy instruction to workers lacking basic skills required for their jobs; and (2) to improve the capability of educational providers to meet the basic skill needs of the manufacturing and financial services industries by developing customized curriculum and instructional materials. The curriculum guide contains the following four sections: core definitions for basic skills; core workplace basic skill competencies for four subject areas--reading, writing, oral communication, and mathematics; instructional designs, including lesson plan ideas and learning activities; and curriculum samples for a comprehensive program, with excerpts from each level of instruction in the four subject areas. (KC)

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ED 389 892

BASIC SKILLS CURRICULUM in a TOTAL QUALITY MANAGEMENT INITIATIVE

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Publisher:

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CE 070 402

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OVERVIEW OF THE PROJECT

"Workplace Literacy Partners in a Total Quality Environment for the Manufacturing and Financial Services Industries" was funded by the U.S. Department of Education to provide workplace literacy instruction to twenty-one companies in the Chicago area. Two educational agencies were involved - the Workplace Education Division of THE CENTER - RESOURCES FOR EDUCATION/CCSD#54 and Northern Illinois University - Business and Industry Services. The project conducted needs assessments, performed 2407 assessments, developed customized assessments and curriculum, and provided 166 courses to 1526 participants.

The companies consisted of nineteen manufacturers and two financial service companies. The size of partners ranged from fewer than 15 employees to more than 17,000. The majority of the participating companies were small businesses. All companies had quality production or service as a number one priority and all had undertaken a quality initiative.

The participant profile was:

average age - 36.
49% male and 51% female.
47% Hispanic, 23% Black, 18% White, 11% Asian, and 1% Other
49% employed fewer than 5 years, 23% employed 16 or more years.

The majority of the courses offered were ESL, followed by reading/writing, and math. All courses were customized to meet the needs of each company. The curriculum was competency-based, functional context. Average class size ranged from 7-14. All courses were either offered at 50% or 100% work time.

This publication is a result of the project. The purpose of the publication is to disseminate information about our process and content of developing a customized curriculum. It is our hope that by sharing our experiences and findings we will assist other educational providers and companies in planning and implementing their own programs.

OVERVIEW OF BASIC SKILLS IN A TOTAL QUALITY INITIATIVE

TQM stands for Total Quality Management. Simply defined, TQM is philosophy which values a continuous improvement of the work process. In the past, the major focus of quality was on the improvement of the **product.** In practice, this belief usually resulted in inspection of the product so that defects would be identified and those products with defects removed prior to sale. Improvement of the product emphasized changes in the design of the product with the purpose of removing the major defects which customers complained about.

TQM, on the other hand, is a broad approach which focuses on the production **process** with the intent to reduce variability in the process so that all products will attain the desired level of quality and that the likelihood of producing nonconforming products is reduced. TQM is , therefore, a preventative approach to production.

TQM has evolved greatly since its roots were establish in the post World War II. The success of adopting a TQM approach was a key factor in Japan becoming on the most successful manufacturing countries in the world - even outpacing the U.S. While TQM attained a major foothold in the manufacturing industry, its benefits were quickly recognized by other industries as well. Improvement of the process is important to manufacturing, just as it is to providing quality service to customers in the hospitality industry and quality health care services in the health care industry.

TQM has many quality gurus who shaped the field. Major experts include Dr. W. Edwards Deming, Dr. Joseph M. Juran, Philip B. Cosby, Dr. Armand V. Feigenbaum, Walter A. Shewhart, and Karoru Ishikawa. While the experts may differ in techniques, all emphasize the importance of continuous improvement in the process and removal of nonconformity.

There are a variety of Quality awards and certification practices in the world today. All address the following important areas:

- Management policy and leadership
- Organizational responsibility
- Data collection and communication
- Quality analysis methods, procedures, measurements, and assurances
- Standards
- Control / Decision-making
- Customer satisfaction
- Quality in all aspects of the organization
- Future planning
- Education and training

Successful adoption of a TQM program depends upon a variety of factors - commitment, resources, and skills of the workforce are three examples. It was the latter factor, the workforce skill levels, which was the focus of this project. A solid foundation of basic skills is a prerequisite to successful implementation of many of the aspects of a TQM initiative. For example, it is impossible to implement a system of quality measurement without the workforce having the math skills to use the tools accurately. The chart on the next page provides more examples of the importance of basic skills in a TQM initiative.

TQM AREA	SAMPLE TQM STRATEGIES/TOOLS	REQUIRED BASIC SKILLS
Quality analysis	Statistical Process Control Cost of Quality	• Compute measurements. • Plot points on graphs. • Interpret trends. • Calculate in metric or American measurements. • Calculate with decimals and fractions. • Use a calculator or computer. • Read instructions. • Orally communicate problems. • Make recommendations for improvement.
Data collection and communication	Quality charts Quality graphs Reports	• Read bar, pareto, and histogram charts • Read line graphs • Read circle graphs • Read reports. • Analyze trends. • Think critically. • Write reports. • Make suggestions for improvement.
Education and training	On-the-job training Workshops Courses Employee as trainer	• Read training manuals and materials. • Listen and take notes. • Ask and answer questions. • Give oral and written feedback. • Take tests. • Ask questions.
Customer satisfaction	Customer surveys Customer tours Visits to customers	• Orally communicate with customers about the product and service. • Communicate in writing with customers. • Read customer feedback surveys. • Analyze data. • Make suggestions for product or service improvement. • Elicit customer suggestions.
Control/Decision-making	Team authority Employee involvement Cross-functional committees	• Orally communicate such as giving instructions, giving advice, solving problems, negotiating, making suggestions, etc. • Take meeting notes. • Read agendas and reports. Participate in meetings.

The preceeding chart indicates how important basic skills are to several of the areas of TQM. For those workers who have had limited educational opportunities or who have been out of school for a long time, access to basic skills training related to the specific workplace context is critical to their future as well as to the future of their companies.

CORE DEFINITIONS

CORE DEFINITIONS OF BASIC SKILL PROFICIENCIES

Companies frequently ask for a definition of levels of basic skills. Such definitions are useful for describing where the overall skill level of a workforce is, for specifying benchmarks for success, for describing progress toward achieving the goals, and for comparing a workforce basic skills profile with that of another company.

The project developed a core list of standard definitions for English as Second Language - oral communication, reading, writing, and math. The ESL definition is an adaptation of the Mainstream English Language Training (MELT) Student Performance Levels developed by the Office of Refugee Resettlement, Department of Health and Human Resources. The definitions for reading/writing and math refer to grade levels and correlating scores from the Test of Adult Basic Education (TABE) exam.

The attached list was found during the project to be a useful and comprehensible tool for describing levels to business.

DEFINITIONS OF ENGLISH LANGUAGE PROFICIENCY

Level	MELT SPL'S	General Communication Ability	Listening	Speaking	Reading	Writing
1	O - I	• A native English speaker used to dealing with English speakers can rarely communicate with a person at this level.	• Understands only a few words or simple learned phrases.	• No control of grammar and vocabulary is limited to a few words.	• Recognizes letters of the alphabet and single digit numbers.	• Copies letters, numbers, and own personal information.
2	II - III	• A native speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.	• Understands learned phrases, spoken slowly with frequent repetitions.	• Uses and responds with learned phrases. Some control of basic grammar.	• Recognizes letters, numbers 1 - 100, and common sight words.	• Writes a limited number of common words and fills out basic forms with assistance.
3	IV - V	• A native speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level.	• Understands learned or short new phrases containing familiar vocabulary, spoken slowly with some repetitions. Has limited ability to understand on the phone.	• Functions independently in most face-to-face workplace situations but sometimes needs help. Some control of basic grammar.	• Reads and understands short simplified material related to workplace needs.	• Writes phrases and some short, simple sentences and completes simplified forms with some errors.
4	VI - VII	• A native speaker used to dealing with limited English speakers can generally communicate with a person at this level.	• Understands routine work-related conversations. Increasing ability to understand without face-to-face contact.	• Functions independently in most workplace situations, but may need help occasionally. Expands on basic ideas but still speaks with some hesitation while searching for correct grammar or vocabulary. Control of basic grammar evident; uses some difficult grammar with errors.	• Reads and understands simplified material on familiar subjects.	• Performs routine writing tasks within a familiar context; makes some errors; may need assistance.

DEFINITIONS OF MATH PROFICIENCY

Level	TABE Scores / Grade Levels	Proficiency Description
1	0 - 26 Less 5th grade	• May be able to calculate with some whole numbers.
2	27 - 30 5.1 - 5.9 grade	• Calculates whole numbers. • Calculates simple decimals.

DEFINITIONS OF READING/WRITING PROFICIENCY

Level	TABE Scores / Grade Levels	Reading Proficiency	Writing Proficiency
1 - Non-Native Eng. Speakers	0 - 14 Less than 2.9 grade Speak English as a Secone Language	• Reads basic sight words and is familiar with common words. *Reading comprehension of English is impeded by a lack of grammar skills & knowledge of vocabulary*	• Fills out familiar forms with assistance • Writes phrases or simple sentences with numerous spelling and grammar mistakes which indicate interference from their native language.
1- Native Eng. Speakers	0 - 14 Less than 2.9 grade	• Reads basic sight words. • Reads sentences of fewer than 10 words and simple paragraphs on familiar topics. • Reads to perform basic tasks within a familiar context.	• Fills out forms independently but with some errors. • Expresses thoughts in simple sentences, but with limited vocabulary and with frequent spelling errors.
2	15 - 29 3.0 - 4.9 grade	• Reads longer sentences with increased complexity. • Reads multiple paragraph selections. • Reads to perform numerous tasks and begins to "read to learn" with some assistance.	• Fills out forms independently. • Produces well-constructed paragraphs with assistance. • Expresses abstract ideas with assistance.
3	30 - 37 5.0 - 8.9 grade	• Reads sentences with complicated grammatical structures. • Reads materials with lengthy paragraphs and a large percentage of multisyllabic words. • Reads materials which require inference and critical thinking. • "Reads to learn" independently.	• Fills out complex forms independently. • Writes multiple paragraphs and expresses abstract ideas without assistance.

CORE WORKPLACE BASIC SKILL COMPETENCIES

CORE COMPETENCIES

A competency is defined as a demonstrated ability to perform a task successfully. In the context of workplace literacy, this is a workplace task which involves basic skills. A workplace competency meets the following criteria:

1. A competency has a verb which indicates a demonstrated ability.
2. A competency is in a work skills context.
3. A competency involves basic skills.

A core competency is a general competency which can be adapted to a specific work situation by adding a local context. For example, the core competency, "Read a newsletter." can easily be adapted to a specific company by rewording the competency as "Read the First Chicagoan" for First Chicago Corporation or "Read Open Lines" for Fel-Pro, Inc.

A comprehensive list of core competencies can streamline the curriculum development process. Instead of reinventing the wheel by spending time drafting competencies for each site, the curriculum developer can use the core Competency List as a resource when identifying the local company's specific list.

The attached core competency list was field-tested and revised during the project. The list has proven to be very useful in developing customized curriculum. Staff on the project continue to use the list for other work-sites.

Core Competencies: READING

1. Read a sign.
2. Read a label.
3. Read a list.
4. Read a To Do list.
5. Read a schedule.

6. Read a form.
7. Read a paycheck/stub.

8. Read a memo.
9. Read a checklist.
10. Read a job-aid.
11. Read a process sheet.
12. Read a basic list of instructions.
13. Read a procedural memo.
14. Read an informational memo.
15. Read an agenda.
16. Read meeting notes.
17. Read performance appraisal reports.
18. Read product specifications.

19. Read a map.
20. Read a floor plan.

21. Read a manual - training, accident, quality or procedural.
22. Read an employee packet.
23. Read a newsletter.

24. Read a chart.
25. Read a diagram.
26. Read a timeline.
27. Read a flow chart.
28. Read a bar graph.
29. Read a circle graph.
30. Read a histogram.
31. Read a pareto chart.
32. Read a simple line graph.
33. Read a complex line graph with a goal or baseline.
34. Read a complex line graph with control limits.
35. Read and compare two or more graphs or charts.

Core Competencies: WRITING

1. Fill out a simple form.
2. Fill out a complex form.

3. Fill in a schedule.
4. Fill in a log.
5. Fill in a chart.
6. Fill in a line graph.
7. Fill in a bar graph.
8. Construct a tally sheet.
9. Construct a chart.
10. Construct a line graph.
11. Construct a bar graph.
12. Construct a flow chart.

13. Take a message.
14. Construct a message.
15. Write an informal note.
16. Write a formal note.
17. Write a memo.
18. Write a report.
19. Write a list of instructions or procedures.
20. Write a description of a problem.
21. Write a suggestion.
22. Write a solution.
23. Write job description.
24. Write a resume.
25. Write minutes from a meeting.

26. Take notes during verbal training.
27. Take notes on written materials.
28. Take notes at a meeting.

Core Competencies: ORAL COMMUNICATION (ESL)

Job Performance

1. Identify a company's products.
2. Identify departments and job positions in a company.
3. Idetnify tools, equipment, and supplies.
4. Describe the production process.
5. Follow instructions to carry out a simple task.
6. Respond appropriately to supervisor's comments about the quality of work on the job, including mistakes, working too slowly, incomplete work, or a job well done.
7. Request the supervisor to check the work.
8. Report completion of the task to the supervisor.
9. Request supplies
10. Ask where an object is located.
11. Follow and give simple oral directions to locate an object or place.
12. State a problem and ask supervisor or co-worker for help as necessary.
13. Respond to an inquiry as to nature of the current task; state amount and type of work already completed.
14. Identify substandard products and the reasons.
15. Report a problem.
16. Describe possible causes and solutions to a problem.
17. Evaluate alternative courses of action.
18. Give instructions.
19. Make suggestions.

Clarification/Verification

20. Clearly state that something has been/has not been understood.
21. Repeat to verify that something has been understood.
22. Ask someone to repeat more slowly or to repeat something.

Work Schedule/Time Sheet/Paychecks

23. Report errors on paycheck or piecework form.
24. Respond to request to work a particular shift or schedule.

Safety

25. Report unsafe conditions to supervisor.
26. Describe an emergency or a hazardous situation.
27. Give warnings.
28. Report and describe acccidents and/or injuries.

General Work Related

29. Give appropriate reason for absence or tardiness in person or on the phone.
30. Request permission to take time off, leave early or change a work schedule.
31. Orally apply for a job promotion or transfer.

ORAL COMMUNICATION (ESL), *continued*

Social Language

32. Initiate and respond to greetings and farewells.
33. Ask and answer questions about personal background, family, daily activities, weekly routines, and weekend activities.

Training

34. Comprehend a short explanation.
35. Comprehend an extended explanation.
36 Comprehend a demonstration.
37. Comprehend a lecture.
38. Give definitions and explanations.
39. Ask for and give definitions.
40. Classify information.
41. Comprehend and describe characteristics.
42. Describe functions of tools, equipment, and supplies.
43. Describe steps in a process.
44. Describe causes, effects, and results.

Core Competencies: MATH

1. Calculate piecework wages.
2. Measure the size of an object.
3. Check amount of pay and deductions for accuracy.
4. Calculate averages for S.P.C. chart.
5. Plot points on an S.P.C. chart.
6. Calculate weight.
7. Calculate the number of small items by using weights.
8. Estimate amount of supplies needed to complete a task.
9. Calculate number of parts completed, products produced, or customers served during a specific time period.
10. Estimate number of parts completed, products produced, or customers served during a specific time period.
11. Estimate amount of time needed to complete a task.
12. Calculate amount of time needed to complete a task.
13. Calculate number and percentage of errors, rejects, or work.
14. Calculate amount of money on a budget or in a general accounting process.

INSTRUCTIONAL DESIGNS

INSTRUCTIONAL DESIGNS

One of the greatest challenges to overcome in workplace education is the limited time available to prepare customized instructional materials. Project staff have found two strategies to be effective in addressing this challenge. The first strategy is to design instructional templates which are formats for developing materials. Using such formats can streamline the development process, ensure consistency within a curriculum, and serve as the focal point of training new instructors for teaching the workplace. This section contains six instructional designs for creating lessons in reading/writing, ESL, and math.

A second strategy for time-efficient instructional material development is the inclusion of commercial materials where appropriate. Numerous commercial materials are available which utilize a theoretically sound approach, contain excellent visuals, and are presented in an accessible format. The question becomes: How can we use these commercially available materials and still address the specific basic skills of a work-site? In this project, staff found a solution through the integration of commercial and customized materials in different phases of the lesson design. Each lesson consists of the following phases - 1) accessing learners' knowledge, 2) introducing the content, 3) practicing the content, and 4) applying the content. Commercial materials can be used effectively in phases two and three. Staff then spend their development time on materials for phases one and four.

A specific example of the implementation of this strategy can be found in the area of math. The instructor can begin the first phase by facilitating a discussion with the learners about the mathematical operation used on the job. The instructor can then use commercial materials for introducing and practicing the math operation. The math concept can then be applied by learners solving customized word problems which are specific to the job. An example of customized word problems can be found in the section of this publication which contains math materials.

Following are examples of six instructional designs which the project has found to be the most useful templates for customized materials development.

READING ACTIVITIES for WORKPLACE DOCUMENTS

Reading workplace documents can have a direct impact on the confidence level of the learners as well as on the productivity of the workplace. Each company has a variety of documents which we, as teachers, may or may not able to understand!

Preparation: 1. Review the documents.

2. Ask a company resource person about anything you do not understand about the document. Or, you may rely on your learners to give you the information!

3. Prepare a worksheet to practice reading the document.

A. Develop pre-reading questions:

- at least one background question,
- several questions about the structure of the text, and
- at least one predicting question

B. Write post-reading questions.

- Include literal, inferential, and personal application questions.
- Consider a variety of types of exercises - job simulation, question/answer exercises, fill-in-the blank, multiple choice, and true-false.

What kind of worksheet could you develop for this document?

PAY STATEMENT

CO. CODE	DEPT.	CLOCK NO. / ID	NAME	PAY PERIOD	PAY DATE
				4/22/90	4/27/90

HOURS / UNITS	RATE	EARNINGS	TYPE	DEDUCTION	TYPE	DEDUCTION	TYPE
4900	96500	472.85	REG	41.25	GAR	701.25	
450		43.43	OVT	3.24	MED	55.08	
		16.66	COL	1.00	CRU	17.00	
				35.00	CRE	320.00	

	GROSS PAY	FED. WITH. TAX	SOCIAL SECURITY	STATE WITH. TAX	CITY WITH. TAX	SUI / SDI	NET PAY
PAY	53294	7013	4077	1599			32556
YTD	812301	101511	62179	24211			

INFORMATIONAL CHARTS

Learners use charts to record information which are then used for retrieval, discussion, and writing.

Preparation: *Identify a suitable topic for the activity, such as family, work history, or hobbies.*

Lesson Design:

1. Introduce the topic and draw the chart on the board or a piece of newsprint.
2. Elicit the information by asking questions or by having learners ask each other the questions. Record the information on the chart.
3. Ask questions to practice listening comprehension and speaking.
4. Write questions to practice reading comprehension and writing.
   Vary the type of comprehension activity to accomodate the learners' levels.
   (Yes/No; Right/Wrong;True/False statements.
   Yes/No; "Or", Basic "Wh", Complex "Wh" questions.)
5. Use the chart for practice in writing sentences and paragraphs.

Name	Yr. Started	First Dep't.	No. of Employees	Job Title
Sofia	1980	Chocolate Packing	70	Packer
Max	1974	Cream	150	Candy catcher
Carmen	1964	Chocolate Packing	2000	Packer
Francisco	1977	Caramel	150	Machine Operator
Mariano	1984	Chocolate Packing	200	Miscellaneous Operator

LEARNER-GENERATED, WHOLE LANGUAGE MATERIALS

The learners create their own printed materials which can be used later for grammar or vocabulary practice. This activity also utilizes all four language skills.

Preparation: *Choose a topic which all students can respond to, for example, job descriptions in a workplace, daily tasks, etc.*

Lesson Design:

Day 1:

1. Introduce the topic.
2. Ask one or two learners to talk about the topic.
3. Divide learners into pairs and ask them to talk about the topic to each other.
4. Learners write about the topic. Provide assistance as necessary.
5. Collect the learners' writings.

Outside preparation:
Type the learners' writing after class.
Make corrections on your typed copy.
Omit the learners' names.

Day 2:

1. Pass out the copies of the learners' writings and the individual drafts.
2. Learners check their original version with the typed by to see the changes.
3. The learners read the writings and write the name of the person who wrote each writing. (If they do not know the author, they can ask other learners!)
4. Direct learners 'attention to a grammatical structure. Ask them to find examples.
5. Use the examples to review/introduce the rules and to set the stage for further practice.

Name: _____

1. I punched in at 7:24 this morning.
2. I started working at 7:40 A.M.
3. I talked to Angela and Beatriz.
4. I picked up the radio in my office.
5. After I started, my boss called me to talk to me.
6. I joked around a little bit.
7. I smoked a cigarette at break time.
8. I drank coffee.
9. I met a new employee.

SKIMMING AND SCANNING WORK DOCUMENTS

Skimming and scanning are the two most frequently used reading skills in the workplace. Learners need to develop an awareness that it is not usually necessary to process every word on a document, but that it is time-efficient and effective to use skimming and scanning skills.

Preparation:

1. Select appropriate workplace documents.
2. Identify the pieces of information which readers are expected to find.
3. Prepare a worksheet with questions for learners to answer.

Lesson Design:

1. Introduce the skills of scanning or skimming. Explain what the skills are and demonstrate their use. Ask learners for tasks or situations in which these skills may be useful.
2. Go over the questions in class.
3. Learners skim or scan the document and answer the questions on the worksheet.
4. Discuss learners' answers and the strategies they used to find the information.

CHARTS AND GRAPHS

Charts and graphs are two types of documents found in all quality initiatives. Reading such documents is critical to workers' understanding the company's operations and participating in decision-making.

Preparation:

1. Collect the charts and graphs used at the company.
2. Ask a company staff person to explain the use of the documents and their content.

Lesson Design:

1. Introduce the chart or graph. Ask learners if and where they see such documents.
2. Ask questions about the structure of the document. For example, if it is graph, ask them about the title, headings, the type of information found on the axes, time covered, etc.
3. Ask learners literal comprehension questions.
4. Ask learners inferential questions.
5. Ask learners to analyze the information and discuss trends.

NOTE: The above questions can be presented in a worksheet which can be completed individually, in pairs, in in small groups. Discussion activities are usually the most beneficial when done in small groups.

WRITING A MEMO

Writing a short memo or meeting notes is important in all workplaces. Because a written document is there for everyone to see and reflect on (as opposed to verbal communication), it is important for the learner to present a clearly-written, concise, and accurate piece of writing.

Preparation:

1. Identify types of writing tasks in the workplace.
2. Collect samples of good writing.
3. Ask the target audience of the writing how they judge the quality of the writing.

Lesson Design:

1. Introduce a piece of writing as a model. Ask learners to critique the content and form.
2. Point out the distinguishing features of the type of writing. For example, point out the "To, From, RE," and "Date" sections of a memo.
3. Use the process approach to writing for learners to write their own memo. The steps in the process approach include:

* ***Pre-writing:*** Think about, plan, and discuss with another learner what you are going to write about.

* ***Writing:*** Write the first draft.
  Share the draft with a partner. Ask, *"What do you like about the writing? What do you want to know more about?"*
  Write the second draft.
  Edit and proof the second draft.
  Share your second draft with your partner. Ask your partner to check for grammar, spelling, and punctuation mistakes.
  Write your final draft.

* ***Post-writing:*** Share the writing with the class or publish a collection of learners' writing. If feasible, encourage the learners to use their actual writing in the workplace. For example, of they wrote a suggestion for improvement, encourage them to submit their written suggestion to the appropriate person.

CURRICULUM SAMPLES: Comprehensive Program

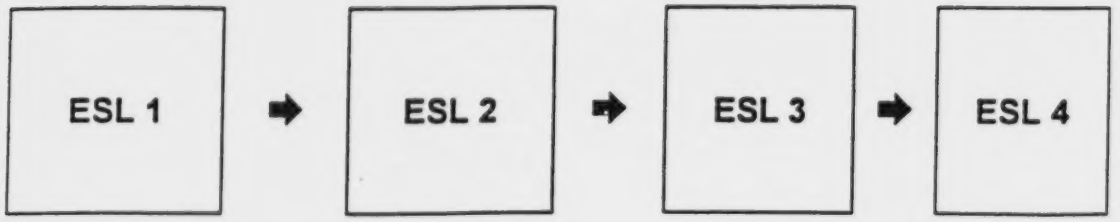
CURRICULUM EXCERPTS - COMPREHENSIVE PROGRAM

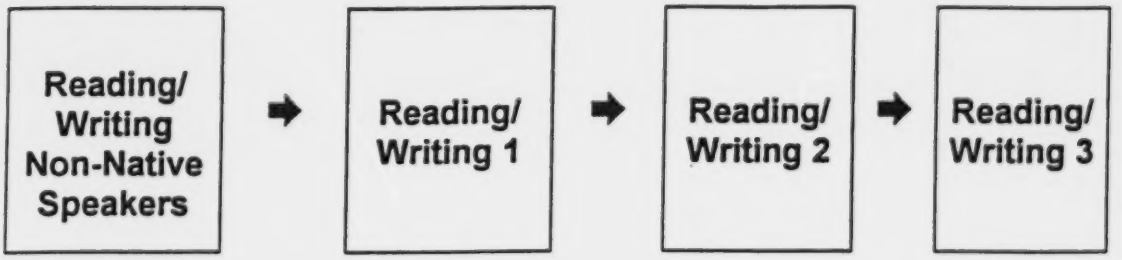
A customized curriculum was developed for each site. Competencies were listed for each course and customized worksheets were developed to faciliate the basic skills being practiced and transferred into the local work context.

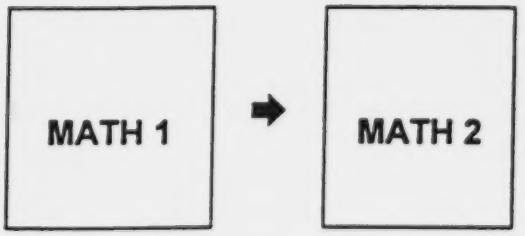
The largest basic skills program was established for a mid-size manufacturer. The program consisted of four levels of ESL, two levels of math, and four levels of reading/writing. Each level had a definition of entry level scores, a list of course competencies, and customized worksheets. The entire curriculum encompassed approximately 500 pages.

Attached is a flow chart, an overview of the courses, and excerpts from each level.

FLOW CHART


ESL 1
ESL 2
ESL 3
ESL 4


Reading/ Writing Non-Native Speakers
Reading/ Writing 1
Reading/ Writing 2
Reading/ Writing 3


MATH 1
MATH 2

ESL LEVEL 2

Entry Scores: SPL II - III

Proficiency Description:

- A native speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.

- **Listening:**
  Understands learned phrases, spoken slowly with frequent repetitions.
- **Speaking:**
  Uses and responds with learned phrases.
  Some control of basic grammar.
- **Reading:**
  Recognizes letters, numbers 1 - 100, and common sight words.
- **Writing:**
  Writes a limited number of common words and fills out basic forms with assistance.

Core Course Outcomes:

At the end of this course participants will be able to:

1. Ask for something to be repeated or spelled.
2. Respond politely to corrections and suggestions.
3. Identify and describe tools ands materials used to perform a task.
4. Read company forms: Quality Sheet, Move Ticket, Time Card.
5. Identify job-related problems in one's department.
6. Read and discuss safety signs.
7. Name safety procedures and safety equipment specific to an employee's department.

Depending on the departments the participants are from and the individual participants' needs, the instructor may include additional competencies.

COMPETENCY ESL 2.7: Name safety proceducre sepcific to one's department.

Instructions for the teacher:

1. Display media of safety equipment and clothing in front of the class.
2. Brainstorm reasons workers have to wear safety clothing.
3. Write down students' input on the board.
4. Discuss each reason.
5. Group students by department.
6. Each group will be instructed to come up with a list of safety rules specific to their department. (All students to discuss in their native language.)
7. Make a chart of the board. Record group report.

EXAMPLE:

Name	Department	Safety Rule
Modesta [redacted] Sergio [redacted]	33	• Wear goggles when pumping oil or cleaning the glue pump. • Wear ear plugs and safety glasses.

Session 2:

1. Distribute the chart.
2. Discuss safety rules.
3. Comprehension check with information on the chart.

COMPETENCY ESL 2.3: Identify and describe tools and materials used to perform a task.

Instructions for the teacher:

Session 1

1. Bring some common tools in class.
2. Students identify the tools.
3. Distribute handout of tools to students.
4. Students identify the tools on the handout.
5. Students check/circle tools they used at work.
6. On the board, make a chart with the following headings: Name, Tool.
7. Using the same chart, students describe each tool.

ESL LEVEL 3

Entry Scores: SPL IV - V

Proficiency Description:

- A native speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level.

- **Listening:**
  Understands learned or short new phrases containing familiar vocabulary, spoken slowly with some repetitions.
  Has limited ability to understand on the phone.
- **Speaking:**
  Functions independently in most face-to-face workplace situations but sometimes needs help.
  Some control of basic grammar.
- **Reading:**
  Reads and understands short simplified material related to workplace needs.
- **Writing:**
  Writes phrases and some short, simple sentences and completes simplified forms with some errors.

Core Course Outcomes:

At the end of this course participants will be able to:

1. Clarify or verify information.
2. Ask for and give directions to locate a thing or a place.
3. Receive and deliver message to a co-worker.
4. Read and write basic messages to a co-worker.
5. Explain tasks a person performed.
6. Report a problem to a supervisor.
7. Request supplies or tools.
8. Communicate in an emergency situation

Depending on the departments the participants are from and the individual participants' needs, the instructor may include additional competencies.

COMPETENCY ESL 3.2: Ask for and give directions to locate something or a place.

PLACES AT [redacted]

Personnel Office	gym
Department 81	Department 27
Cafeteria Rec. Area	Main Entrance
[redacted]	classroom
pool tables	Department 23
Cafeteria	Mail Room
Nurse's Office	Dept. 11

Other Places:

_____

_____

_____

"Where is the _____?"

"It's _____?"

upstairs
downstairs
on the first floor
on the second floor

COMPETENCY ESL 3.6: Explain tasks a person did.

Directions: Read the following tasks and place them in order according to proper sequence.

#1 Inspector

___ I looked at the parts on the seal for dents, scratches, etc...

___ I punched in at 3:20.

___ I went to my boss for special instructions and my job for inspection on the [redacted]

___ I changed my job.

#2 Machine Operator

___ I worked for 1/2 hour and went to my English class.

___ I took the S.P.C. for the [redacted]

___ I punched in at 3:25.

___ I went to my locker to take out my books.

___ I went to my boss to talk to him.

___ I checked the parts for dents.

___ I went to my machine and started working.

#3 Assembler

___ I made boxes for [redacted]

___ I punched in at 3:40.

___ I took my break at 6:05.

___ I waited for my boss.

___ My boss assigned me a duty.

___ I went to the washroom to wash my hands.

___ I put the [redacted] in boxes.

ESL LEVEL 4

Entry Scores: SPL IV - V

Proficiency Description:

- A native speaker used to dealing with limited English speakers can generally communicate with a person at this level.

- **Listening:**
  Understands routine work-related conversations.
  Increasing ability o understands without face-to-face contact.
- **Speaking:**
  Functions independently in most work workplace situations, but may need help occasionally.
  Expands on basic ideas but still speaks with some hesitation while searching for correct grammar or vocabulary.
  Control of basic grammar evident; uses some difficult grammar with errors.
- **Reading:**
  Reads and understands simplified material on familiar subjects..
- **Writing:**
  Performs routine writing tasks within a familiar context; makes some errors; may need assistance.

Core Course Outcomes:

At the end of this course participants will be able to:

1. Engage in social conversation appropriate to the workplace.
2. Train someone else to do one's job verbally and with some written notes.
3. Submit an idea or a problem to a [redacted] delegate.
4. Participate in informal brainstorming.
5. Participate in department meetings.
6. Summarize key points from meetings orally to workers who were absent from the meetings.
7. Report a job-specific problem to a supervisor orally and in writing.

Depending on the departments the participants are from and the individual participants' needs, the instructor may include additional competencies.

COMPETENCY ESL 4.2: Train someone else to do your job.

Instructions for the teacher:

Session 1:

1. Ask students to train you, the instructor, to do their jobs.
2. Tell students to include names of machines, tools, processes, safety equipment, raw materials, and parts.
3. As they train you, step by step, write down their responses on a flip chart.
4. Have participants read what they have dictated and make any changes.
5. Type the instructions.

Session 2:

1. Give each student the training instructions without the employees' names.
7. Students ~~should~~ identify name of person who does job and the job title.

As an extension, cut training into strips. Have two students work together to put training tasks into correct order.

Employee: Gregory [redacted]
Department: [redacted]
Job: Cel[redacted]Employee

1. Punch in.
2. Change into work clothes.
3. Punch in - press time card.
4. Open the molding press machine.
5. Spray the mold with silicone lubricant.
6. Close the press.
7. Wait 2 minutes.
8. Open the press.
9. Take out part from mold.
10. Put mold on the desk.
11. Between cycles trim parts by hand or with scissor.
12. If part is good, put in box.
13. If part is bad put in reject box.

COMPETENCY ESL 4.7: Report a job-specific problem to a supervisor orally or in writing.

Safety Equipment/Part Material:	Problem
1. Safety Glasses	Broken
	Scratched
2. Armour	Too big
	Bent
	Missing one side
	Broken
3. SPC Chart	Full
4. Boxes/Folders	Torn
	Paint is no good
5. Steel	

READING / WRITING FOR NON-NATIVE ENGLISH SPEAKERS

Entry Scores: TABE Score 0 - 14 (Grade level: Less than 2.9)
Speak English as a Second Language

Proficiency Description:

- Reading comprehension of English is impeded by a lack of grammar skills knowledge of vocabulary.
- Reads basic sight words and is familiar with common one and two syllable words.
- Fills out familiar forms with assistance.
- Writes phrases or simple sentences with numerous spelling and grammar mistakes which indicate interference from their native language.

Core Course Outcomes:

At the end of this course participants will be able to:

1. Read a move ticket.
2. Read safety signs and [redacted] safety rules.
3. Read [redacted] product labels..
3. Read the Guide to Hazardous Materials Identification System.
4. Read a very simple memo.
5. Read safety rules for specific departments.
7. Read and fill out a scrap card.
8. Describe simple events or tasks performed in writing.
9. Write a brief memo with instructor's guidance.

Depending on the departments the participants are from and the individual participants' needs, the instructor may include additional competencies.

Company: [redacted]
Course: Reading/Writing NNS
Competency: Read memos

SAFETY MEMO

Read page 2 of the safety memo. Then fill in the blanks with the correct words.

allow	available
contribute	evacuated
instructions	page
proceed	provided
submitted	suggestions

1. Eyeglasses or safety glasses can be gotten or are _____ through your department or First Aid Department. You will be given or _____ a free pair of prescription safety glasses.
2. The Continuous Improvement Program is where safety ideas or _____ may be turned in or _____.
3. In the event that your area must be cleared or _____, you should follow the directions or _____ of your supervisor.
4. When you hear the call or _____ for the Emergency Response Team, please clear your aisles and let or _____ them to go or _____ to the section.
5. Poor health can add or _____ to unsafe work habits or inattention.

Company: [redacted]
Course: Reading/Writing NNS
Competency: Fill out insurance forms

INSURANCE FORMS

Complete the Health Claim Application with the correct information in the correct space.

Jose [redacted] works at [redacted]
He was born November 1, 1950.
His social security number is [redacted]
He lives at [redacted] IL [redacted]
Jose is married to [redacted]
Benita's social security number is [redacted]
Benita was born [redacted]
Benita does not work.
Benita broke her finger on May 1, 1992 while working in her yard.
Dr. [redacted] treated Benita.
Jose and Benita do not have other insurance.

READING / WRITING LEVEL 1

Entry Scores: TABE Score 0 - 14 (Grade level: Less than 2.9)

Proficiency Description:

- Reads basic sight words.
- Reads sentences of fewer than 10 words and simple paragraphs on familiar topics.
- Reads to perform basic tasks within a familiar context.
- Fills out forms independently but with dome errors.
- Expresses thoughts in simple sentences, but with limited vocabulary and with frequent spelling errors.

Core Course Outcomes:

At the end of this course participants will be able to:

1. Read a move ticket.
2. Read and fill out the scrap card.
3. Read [redacted]roduct labels.
4. Read [redacted]edical insurance forms.
5. Read a department instruction card.
6. Read the "Always Time For Safety" pamphlet.
7. Read the charts and diagrams from th[redacted]ocess Handbooks.
8. Read '[redacted]section of th[redacted]Employee Handbooks.
9. Read a job posting.
10. Write a job description with assistance..

Depending on the departments the participants are from and the individual participants' needs, the instructor may include additional competencies.

Fill out this scrap card. Your machine number is 545. It is week number 43 (The [redacted] number is 143). You are in Department [redacted]. The parts are bent and cannot be fixed. Each [redacted] is an individual unit. Your sequence number is 5 and the part number is 8E9643.

DATE ___/___/___ (mm dd yy) SHIFT. _____ DEPARTMENT NO. _____ MACHINE/OVEN NO.: _____

JOB NO. [redacted] _____ PART NO.: _____ OPERATION SEQUENCE NO.: _____

PARTS BEING SCRAPPED ARE SHEETS/MULTIPLE-ON: _____ OR INDIVIDUAL UNITS WITH: _____ (MUST CHECK ONE).

PARTS REPAIRED		PARTS SCRAPPED				
REASON CODE	QUANTITY	REASON CODE	QUANTITY	NO. [redacted]		COMPONENT

COMPANY-SPECIFIC MATERIAL
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NOTE: 1. THE NUMBER OF C.O.'S IS TO BE FILLED IN WHEN [redacted] THE NUMBER SHOULD REFLECT THE NUMBER OF [redacted] THE PIECE BEING THROWN OUT.
2. [redacted]S TO BE LISTED ONLY IF IT IS SCRAPPED BEFORE THE OPERATION.

No. 625

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Look at the move ticket and answer the questions.

Who authorized this move ticket?

_____

How many parts are in this order?

_____

Is this the whole order?

YES NO

What is the [illegible] of the [illegible] contain[illegible]

_____

What [illegible] ticket?

_____

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NO. 6[redacted]

CUM. TOT. 674

TO DEPT. 23

FROM DEPT. 28

PART NO. [redacted]

ORDER NO. [redacted]

QUANTITY 25,000

3-186

COMPLETE ☐

PARTIAL ☒

DESCRIPTION [redacted]

NO. CONTAINERS 1

NO. PALLETS 1

AUTHORIZED BY: 123

RECEIVED BY: [redacted]

DATE [redacted]

NET [redacted]

TARE [redacted]

GROSS 330.0

WT/M [redacted]

690764

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READING / WRITING LEVEL 2

Entry Scores: TABE Score 15 - 29 (Grade level: 3.0 - 4.9)

Proficiency Description:

- Reads longer sentences with increased complexity.
- Reads multiple paragraph selections.
- Reads to perform numerous tasks and begins to "read to learn" with some assistance.

- Fills out forms independently.
- Produces well-constructed paragraphs with assistance.
- Expresses abstract ideas with assistance.

Core Course Outcomes:

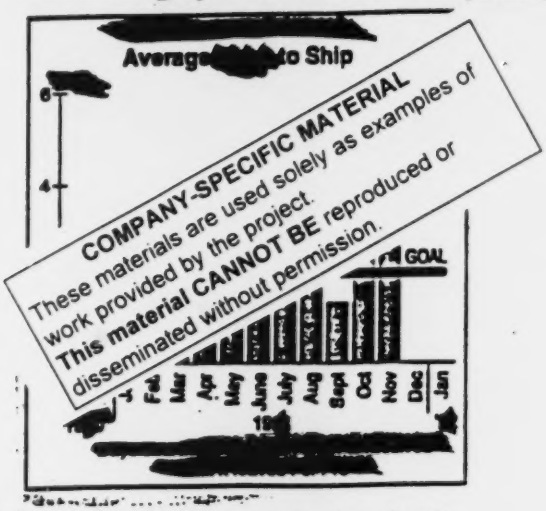
At the end of this course participants will be able to:

1. Read [redacted] standards and procedures.
2. Read [redacted] bar graphs concerning scrap, productivity, accidents, shipping times, etc. found in Open Lines and department postings.
3. Fill out a [redacted] with instructor guidance.
4. Read short articles (less than 250 words) from [redacted]
5. Read short articles (less than 250 words) from [redacted]
6. Read [redacted] notes.
7. Fill out a job posting with instructor guidance.

Depending on the departments the participants are from and the individual participants' needs, the instructor may include additional competencies.

Competency R/W 2.3: Read Bar Graphs

Directions: **Read the graph and answer the questions.**



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1. What information is this graph showing?

_____

2. How many days should it take to ship an order once it is received?

_____

3. Which month took the greatest amount of days to shop?

_____

4. Which month took the least amount of days to ship?

_____

5. What year is this graph for? _____

6. Did [redacted] ever reach it's goal for shipping? _____

   For how many months did it meet it s goal? _____

7. How many days did it take to ship an order in June? _____

   Is this above or below the goal? _____

8. How many days did it take to ship an order in October? _____

   Did [redacted] reach it s goal? _____

SPEC. NO. [redacted]

[redacted] OPERATING PROCEDURE:

1. PURPOSE:
To operate the Department [redacted] in accordance with Quality Assurance.

2. SCOPE:
This procedure only applies to the [redacted]

3. PROCEDURE:

Step	Action
1.	Check the production order for quantity. (Must be [redacted] less.)
2.	Pull the material from the coil across [redacted] table to the block setting.
3.	Align the material against th[redacted] Check the material thickness every [redacted] cification, notify your supervisor
4.	Place the cut sh[redacted]
5.	Cut the pr[redacted]
6.	Recor[redacted] on the [redacted]er and [redacted]
7.	Place t[redacted] sheets into temporary storage.
8.	Determine [redacted] Use the overhead crane to remove the coil of excess material from the stand and place the material onto the weighed skid.
9.	Calculate the amount of material left over on the skid. Record this information into the inventory system.
10.	Use the lift truck to return the excess material to the warehouse.

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Company: [redacted]
Course: Reading/Writing 2
Competency: Read [redacted] Procedures

PROCEDURE SHEETS

Discuss the meaning of these terms from the procedure sheet.

standards _____

procedure _____

purpose _____

scope _____

depress _____

position _____

press _____

prior to _____

LDVT _____

Company: [redacted]
Course: Reading/Writing 2
Competency: Read [redacted] Procedures

Look at the procedure sheet to answer the questions.

1. Which department uses this procedure sheet? _____
2. What is the purpose of this procedure sheet? _____

   _____
3. How many steps are in this procedure? _____
4. When was this procedure sheet revised? _____
5. What is the specification number? _____
6. In which step do you "Align the material against the stop and cut?" _____
7. In which step do you "Check the production order for quantity?" _____
8. Should you check the production order for quantity before you align the material against the stop and cut?

   YES NO
9. In which step do you "Record the quantity of sheets on the production order and [redacted]" _____
10. In which step do you "Determine the tare weight of an empty skid?" _____
11. Should you record the quantity of sheets on the production order and [redacted] before you determine the tare weight of an empty skid?

    YES NO

READING / WRITING LEVEL 3

Entry Scores: TABE Score 30-37 (Grade level: 5.0 - 8.9)

Proficiency Description:

- Reads sentences with complicated grammatical structures.
- Reads materials with lengthy paragraphs and a large percentage of multisyllabic words.
- Reads materials which require inference and critical thinking.
- "Reads to learn" independently.
- Fills out complex forms independently.
- Writes multiple paragraphs and expresses abstract ideas without assistance.

Core Course Outcomes:

At the end of this course participants will be able to:

1. Fill out the [redacted] form independently.
2. read the [redacted]
3. Read a [redacted]
4. Read company-wide [redacted] memos.
5. Take notes and write minutes from a meeting.
6. Read articles with more than 250 words from [redacted]
7. Read articles with more than 250 words from [redacted]
8. Read the [redacted] Handbook.
9. Create a flow chart of one's job.
10. Read and understand sales information about [redacted] products.
11. Describe the production of a product which a worker makes, inspects, or packs.
12. Read and understand a mission statement.

Depending on the departments the participants are from and the individual participants' needs, the instructor may include additional competencies.

COMPETENCY R/W 3.2: Read the [redacted] Log.

Directions: Read the column headings of the Cell Log and answer the questions.

CELL LOG #1

Date	Shift	Job # or Part #	Machine #	Message or Problem Description	Initials
5/31/91	1		50		
6/1/91	1		50		
6/3/91	1		50		
6/4/91	1		5		
6/4/91	1		5		
6/6/91	1				
6/6/91	1				
6/7/91	1				
6/10/91	1		50		
6/11/91	1				
6/12/91	1				
6/13/91	1				
6/14/91	1				
6/17/91	1				
6/18/91	1				
6/19/91	1				
6/20/91	1				
6/21/91	1				
6/24/91	1				
6/25/91	1				
6/26/91	1		50		
6/27/91	1				
6/28/91	1				
7/1/91	1				
7/2/91	1				

COMPANY-SPECIFIC MATERIAL
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1. What column is not filled in? _____
2. What shift are these logs for? _____
3. What dates does Cell Log #1 cover? _____
4. Which log reflects a less troublesome period? _____
5. Which machine had the most problems? _____
6. What is the most common comment? _____
7. What five notes are written to show the problem has been fixed?
   _____
   _____
   _____
   _____
   _____
8. What note indicates a problem was <u>not</u> been fixed _____ _____
9. What abbreviations are used? _____ _____

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[redacted] R/W 3. 2

COMPETENCY R/W 3.2: Read the [redacted] log.

PREREADING

A log is a recorded listing of events. At [redacted] logs are used to record many things. What logs do you use or have you used in the past?

Log	What is Recorded
_____	_____
_____	_____
_____	_____
_____	_____

Add logs you know that others use.

_____	_____
_____	_____
_____	_____

Discuss writing logs with your class. What "tricks" do you have to make it easier for you? What are some problems you have? Discuss solution.

Write some log entries that you might write in your job. Use the back of this page if you need more room.

_____

_____

_____

_____

Company: [redacted]
Course: Reading/Writing 3
Competency: Writing a CIP

SOME STUDENT CIP'S

1. Put a carousel in [redacted] (like in [redacted] to increase picking speed.

2. Make the line bigger for the orders that have many parts. This will make the packing more accurate.

3. Put [redacted] on the skid for [redacted] This saves time.

4. Use folde[redacted] instead of [redacted] for material [redacted] Materia[redacted] ng out of folder. This size folder will prot[redacted] al and keep it clean and well shaped.

5. Change to [redacted] to keep parts from falling out of the bags.

6. The chains fro[redacted] presses [redacted] and [redacted] should be shorter t[redacted] lets getting stuck when we are picking th[redacted] s are all the way to the floor.

7. Put a windo[redacted] n pak oven to prevent burning the operator's h[redacted] ld he/she open the oven in a fire.

8. Adjust the conv[redacted] or bar on [redacted] prevent breaking the boxes.

9. Make a new die for machine number 195 to decrease the number of armour back-ups.

10. Place workers close together if possible to decrease walking time between the workers for the floor person supervising or helping them.

11. Place picking zones in the wares on the same floor in units of [redacted] arranged continuously. This makes picking faster.

12. Cut the tram board at the carousel 1 inch to keep it from blocking the eye of the machine.

13. Speed up the radio reports to increase picking speed.

14. All employees should wear safety shoes and safety glasses to prevent all foot and eye injuries.

15. [redacted]hould use selicon 915 instead of selicon 818 for better quality.

COMPANY-SPECIFIC MATERIAL
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Carol Larsen, The Center February, 1992

When you write a paragraph you make it easier for your audience to understand what you have written if you begin with a topic sentence and use supporting sentences.

Use what you have learned from reading the paragraphs from [redacted] Process Handbook to write some of your own paragraphs. The topic sentence for thefirst paragraph has been written for you.

I have worked at many different jobs at [redacted] since I began work here.

Now choose two of the following topics and write paragraphs from them that begin with good topic sentences.

- Topic: Problems at Work
- Topic: Safety Practices at [redacted]
- Topic: [redacted] Fantastic Benefits
- Topic: Tell about the similarities or differences between two jobs you have held at [redacted]

MATH LEVEL 1

Entry Scores: TABE 0 - 26 (Grade level: Less than 5th grade)

Proficiency Description:

- May be able to calculate with some whole numbers.

Core Course Outcomes:

At the end of this course participants will be able to:

1. Add, subtract, multiply, and divide whole numbers.
2. Compare decimals.
3. Add, subtract, multiply, and divide decimals.

Depending on the departments the participants are from and the individual participants' needs, the instructor may include additional competencies.

Company: [redacted]
Course: Math Refresher
Competency: Read, write and compare decimals

REVIEW

Write the following numbers.

1) six tenths

2) five and eight hundredths

3) fourteen ten-thousandths

4) twenty-one and two hundred one thousandths

5) one hundred twenty and twelve thousandths

Tell which number is smaller.

6) .05 or .005

7) 5.327 or 5.35

8) 6.123 or 5.124

9) 90 or 89.9

10) .0068 or .007

Write in order from largest to smallest.

11) .02, .22, .022, .202 and .222

12) 45, 45.3, 44.9, 44.85 and 45.05

13) .0098, .09, .089, .08 and .098

14) .701, .17, .71, .071 and .7

15) .3, .03, .0306, .063 and .0063

Entry Scores: TABE 27 - 30 (Grade level: 5.1 - 5.9 grade)

Proficiency Description:

- Calculates whole numbers.
- Calculates simple decimals.

Core Course Outcomes:

At the end of this course participants will be able to:

1. Compare decimals.
2. Round decimals.
3. Average numbers with decimals.
4. Convert fractions to decimals and decimals to fractions.
5. Add, subtract, multiply, and divide fractions.

Depending on the departments the participants are from and the individual participants' needs, the instructor may include additional competencies.

MATH LEVEL 2

Entry Scores: TABE 27 - 30 (Grade level: 5.1 - 5.9 grade)

Proficiency Description:

- Calculates whole numbers.
- Calculates simple decimals.

Core Course Outcomes:

At the end of this course participants will be able to:

1. Compare decimals.
2. Round decimals.
3. Average numbers with decimals.
4. Convert fractions to decimals and decimals to fractions.
5. Add, subtract, multiply, and divide fractions.

Depending on the departments the participants are from and the individual participants' needs, the instructor may include additional competencies.

Company: [redacted]
Course: Math Refresher
Competency: Read, write and compare decimals

REVIEW

Write the following numbers.

1) six tenths
2) five and eight hundredths
3) fourteen ten-thousandths
4) twenty-one and two hundred one thousandths
5) one hundred twenty and twelve thousandths

Tell which number is smaller.

6) .05 or .005
7) 5.327 or 5.35
8) 6.123 or 5.124
9) 90 or 89.9
10) .0068 or .007

Write in order from largest to smallest.

11) .02, .22, .022, .202 and .222
12) 45, 45.3, 44.9, 44.85 and 45.05
13) .0098, .09, .089, .08 and .098
14) .701, .17, .71, .071 and .7
15) .3, .03, .0306, .063 and .0063

MATH LEVEL 2

Entry Scores: TABE 27 - 30 (Grade level: 5.1 - 5.9 grade)

Proficiency Description:
- Calculates whole numbers.
- Calculates simple decimals.

Core Course Outcomes:

At the end of this course participants will be able to:

1. Compare decimals.
2. Round decimals.
3. Average numbers with decimals.
4. Convert fractions to decimals and decimals to fractions.
5. Add, subtract, multiply, and divide fractions.

Depending on the departments the participants are from and the individual participants' needs, the instructor may include additional competencies.

Company: [redacted]
Course: Math Refresher
Competency: Read, write and compare decimals

REVIEW

Write the following numbers.

1) six tenths

2) five and eight hundredths

3) fourteen ten-thousandths

4) twenty-one and two hundred one thousandths

5) one hundred twenty and twelve thousandths

Tell which number is smaller.

6) .05 or .005

7) 5.327 or 5.35

8) 6.123 or 5.124

9) 90 or 89.9

10) .0068 or .007

Write in order from largest to smallest.

11) .02, .22, .022, .202 and .222

12) 45, 45.3, 44.9, 44.85 and 45.05

13) .0098, .09, .089, .08 and .098

14) .701, .17, .71, .071 and .7

15) .3, .03, .0306, .063 and .0063

Company: [redacted]
Course: Reading/Writing 2
Competency: Read [redacted] Procedures

Look at the procedure sheet to answer the questions.

1. Which department uses this procedure sheet? _____
2. What is the purpose of this procedure sheet? _____

   _____
3. How many steps are in this procedure? _____
4. When was this procedure sheet revised? _____
5. What is the specification number? _____
6. In which step do you "Align the material against the stop and cut?" _____
7. In which step do you "Check the production order for quantity?" _____
8. Should you check the production order for quantity before you align the material against the stop and cut?

   YES NO
9. In which step do you "Record the quantity of sheets on the production order and [redacted]" _____
10. In which step do you "Determine the tare weight of an empty skid?" _____
11. Should you record the quantity of sheets on the production order and [redacted] before you determine the tare weight of an empty skid?

    YES NO

READING / WRITING LEVEL 3

Entry Scores: TABE Score 30-37 (Grade level: 5.0 - 8.9)

Proficiency Description:

- Reads sentences with complicated grammatical structures.
- Reads materials with lengthy paragraphs and a large percentage of multisyllabic words.
- Reads materials which require inference and critical thinking.
- "Reads to learn" independently.

- Fills out complex forms independently.
- Writes multiple paragraphs and expresses abstract ideas without assistance.

Core Course Outcomes:

At the end of this course participants will be able to:

1. Fill out the [redacted]rm independently.
2. read the [redacted]
3. Read a[redacted]
4. Read company-wide [redacted]emos.
5. Take notes and write minutes from a meeting.
6. Read articles with more than 250 words from [redacted]
7. Read articles with more than 250 words from [redacted]
8. Read the [redacted]
9. Create a flow chart of one's job.
10. Read and understand sales information about [redacted]ducts.
11. Describe the production of a product which a worker makes, inspects, or packs.
12. Read and understand a mission statement.

Depending on the departments the participants are from and the individual participants' needs, the instructor may include additional competencies.

COMPETENCY R/W 3.2: Read the [redacted] Log.

Directions: Read the column headings of the Cell Log and answer the questions.

CELL LOG #1

Date	Shift	Job # or Part #	Machine #	Message or Problem Described	Initials
5/31/91	1		50		
6/1/91	1		50		
6/3/91	1		50		
6/4/91	1		50		
6/4/91	1		50		
6/6/91	1				
6/6/91	1				
6/7/91	1				
6/10/91	1		50		
6/11/91	1				
6/12/91	1				
6/13/91	1				
6/14/91	1				
6/17/91	1				
6/18/91	1				
6/19/91	1				
6/20/91	1				
6/24/91	1				
6/24/91	1				
6/25/91	1				
6/26/91	1		50		
6/27/91	1				
6/28/91	1				
7/1/91	1				
7/2/91	1				

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1. What column is not filled in? _____
2. What shift are these logs for? _____
3. What dates does Cell Log #1 cover? _____
4. Which log reflects a less troublesome period? _____
5. Which machine had the most problems? _____
6. What is the most common comment? _____
7. What five notes are written to show the problem has been fixed?
   _____
   _____
   _____
   _____
   _____
8. What note indicates a problem was not been fixed _____ _____
9. What abbreviations are used? _____ _____

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[redacted] R/W 3. 2

COMPETENCY R/W 3.2: Read the [redacted] log.

PREREADING

A log is a recorded listing of events. At [redacted] logs are used to record many things. What logs do you use or have you used in the past?

Log	What is Recorded
_____	_____
_____	_____
_____	_____
_____	_____

Add logs you know that others use.

_____	_____
_____	_____
_____	_____

Discuss writing logs with your class. What "tricks" do you have to make it easier for you? What are some problems you have? Discuss solution.

Write some log entries that you might write in your job. Use the back of this page if you need more room.

_____

_____

_____

_____

Company: [redacted]
Course: Reading/Writing 3
Competency: Writing a CIP

SOME STUDENT CIP'S

1. Put a carousel in [redacted] (like in [redacted] to increase picking speed.

2. Make the line bigger for the orders that have many parts. This will make the packing more accurate.

3. Put [redacted] on the skid for [redacted] This saves time.

4. Use folde[redacted] instead of [redacted] for material [redacted] Materia[redacted] ng out of folder. This size folder will prot[redacted] al and keep it clean and well shaped.

5. Change to [redacted] o keep parts from falling out of the bags.

6. The chains fro[redacted] presses [redacted] and [redacted] should be shorter t[redacted] lets getting stuck when we are picking th[redacted] s are all the way to the floor.

7. Put a windo[redacted] n pak oven to prevent burning the operator's h[redacted] ld he/she open the oven in a fire.

8. Adjust the conv[redacted] or bar on [redacted] prevent breaking the boxes.

9. Make a new die for machine number 195 to decrease the number of armour back-ups.

10. Place workers close together if possible to decrease walking time between the workers for the floor person supervising or helping them.

11. Place picking zones in the wares on the same floor in units of [redacted] arranged continuously. This makes picking faster.

12. Cut the tram board at the carousel 1 inch to keep it from blocking the eye of the machine.

13. Speed up the radio reports to increase picking speed.

14. All employees should wear safety shoes and safety glasses to prevent all foot and eye injuries.

15. [redacted] hould use selicon 915 instead of selicon 818 for better quality.

COMPANY-SPECIFIC MATERIAL
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Carol Larsen, The Center February, 1992

When you write a paragraph you make it easier for your audience to understand what you have written if you begin with a topic sentence and use supporting sentences.

Use what you have learned from reading the paragraphs from [redacted] Process Handbook to write some of your own paragraphs. The topic sentence for thefirst paragraph has been written for you.

I have worked at many different jobs at [redacted] since I began work here.

Now choose two of the following topics and write paragraphs from them that begin with good topic sentences.

- Topic: Problems at Work
- Topic: Safety Practices at [redacted]
- Topic: [redacted] Fantastic Benefits
- Topic: Tell about the similarities or differences between two jobs you have held at [redacted]

MATH LEVEL 1

Entry Scores: TABE 0 - 26 (Grade level: Less than 5th grade)

Proficiency Description:

- May be able to calculate with some whole numbers.

Core Course Outcomes:

At the end of this course participants will be able to:

1. Add, subtract, multiply, and divide whole numbers.
2. Compare decimals.
3. Add, subtract, multiply, and divide decimals.

Depending on the departments the participants are from and the individual participants' needs, the instructor may include additional competencies.

Company: [redacted]
Course: Math Refresher
Competency: Read, write and compare decimals

REVIEW

Write the following numbers.

1) six tenths

2) five and eight hundredths

3) fourteen ten-thousandths

4) twenty-one and two hundred one thousandths

5) one hundred twenty and twelve thousandths

Tell which number is smaller.

6) .05 or .005

7) 5.327 or 5.35

8) 6.123 or 5.124

9) 90 or 89.9

10) .0068 or .007

Write in order from largest to smallest.

11) .02, .22, .022, .202 and .222

12) 45, 45.3, 44.9, 44.85 and 45.05

13) .0098, .09, .089, .08 and .098

14) .701, .17, .71, .071 and .7

15) .3, .03, .0306, .063 and .0063

MATH LEVEL 2

Entry Scores: TABE 27 - 30 (Grade level: 5.1 - 5.9 grade)

Proficiency Description:

- Calculates whole numbers.
- Calculates simple decimals.

Core Course Outcomes:

At the end of this course participants will be able to:

1. Compare decimals.
2. Round decimals.
3. Average numbers with decimals.
4. Convert fractions to decimals and decimals to fractions.
5. Add, subtract, multiply, and divide fractions.

Depending on the departments the participants are from and the individual participants' needs, the instructor may include additional competencies.

CURRICULUM SAMPLES: Various Programs

CURRICULUM EXCERPTS - ESL

English as a Second Language was a priority at 16 companies. A large pool of potential candidates was available at 2 companies. The size of this pool permitted the program to place learners in classes according to their levels of language proficiency. Because most of the classes were at small companies, classes often resulted with two or more proficiency levels in a class. In these instances, it was the responsibility of the instructor to adapt the curriculum and instructional techniques to address and challenge learners from different proficiency levels.

The attached excerpts demonstrate that the core competencies can be adapted to meet local situations. The excerpts are also examples of high quality, customized materials which were developed using the instructional designs found in a previous section.

[redacted] English Class

Competency	Vocabulary
1. Respond to simple expression of greetings and farewells.	Hi, Hello, How are you, I'm fine, Okay, Not so good, Nice to meet you, Have a nice weekend, See you tomorrow How are you doing, Great, So-so, See you later
2. Identify self orally or in writing.	Name, First Name, Last Name, Street Name, Street No., City, State, Zip Code, Phone No. SS #, Birthdate, Signature, Address, Sex, Marital Status
3. Follow simple oral instructions from a supervisor or a co-worker.	On, In, Under, Next to, Between, Over, Put, Give, Start, Stop, Bring, Fill In, Clean, Tape, Label, Turn On, Turn Off, Call, Stack, Brush, Oil, Remove,
4. Name tools used at work.	Wire brush, Paint brush, Pliers, wrench, screwdriver, knife, file metal rod or a brass stick, Allen wrench, gauge, Hammer, marker
5. Request materials, supplies and safety clothing.	[redacted] parts, Pieces, Box, Gloves, Apron, Safety glasses, safety shoes
6. Identify product and material defects.	Porosity, Bent, Void, Peeling, Cold Shot, Flash in the hole
7. Report production problems to supervisor or lead person.	Broken punch pin, Loose screw, Parts sticking up/down, Trim die not aligned, Bent sidewalls, Leaking oil, Flash stuck inside the trim die, Broken blade, oversized/undersized punch pin

[redacted] ESL Class

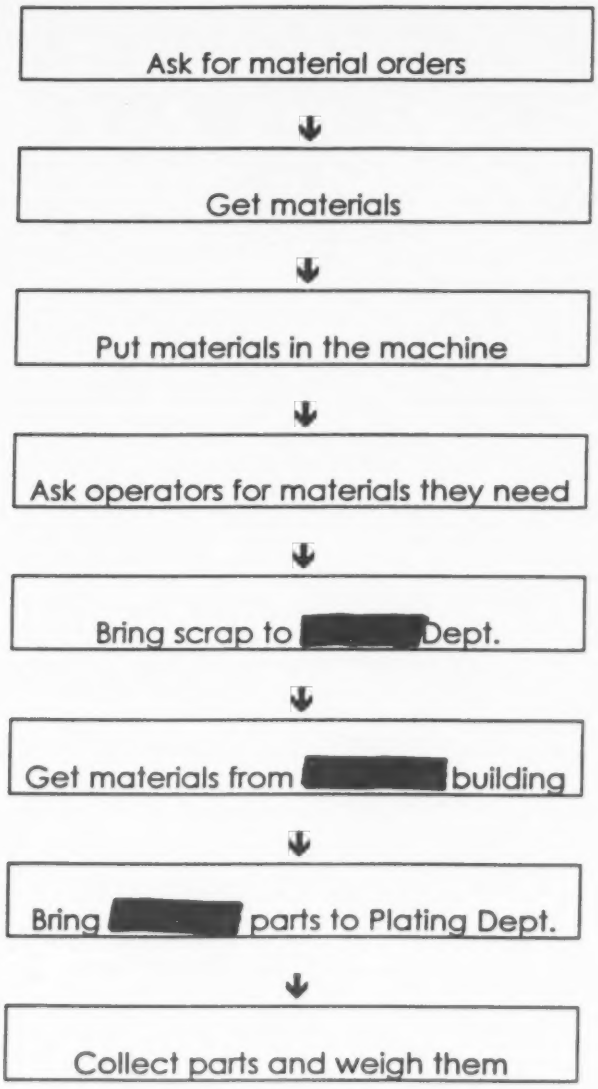
Competency	Vocabulary
8. Describe daily tasks at [redacted]	Job title, task, employee, punch in, punch out, ask supervisor, check parts, remove metal chips, bring and collect materials
9. Locate information on the [redacted] Products routing ticket.	Routing ticket, Part No., Trim die, Job No., Customer No., Customer name, Date, Shift, Materials, ID, [redacted]
10. Give reason for being absent in person or on the phone.	Parts of the body, Hurt, Ailments/Illness, Supervisor's name, [redacted] phone no., timecard no.,
11. Read and understand signs in the plant.	Hazard, Sorting, Teamwork, Touch, Mix, Inspection Area
12. Respond to general questions about [redacted]	[redacted], President of the company, Vice-Pres., Plant Manager, zinc die casting, Location, Founders, Shift

Competency 8: Describe daily tasks at [redacted]

Employee: [redacted]

Job Title: Material Handler

Daily Tasks


Ask for material orders
Get materials
Put materials in the machine
Ask operators for materials they need
Bring scrap to [redacted] Dept.
Get materials from [redacted] building
Bring [redacted] parts to Plating Dept.
Collect parts and weigh them

Competency 4: Name tools used at work.

Activity:

1. Make a chart on the board similar to the one below.
2. Ask each student to name tools used at work.
3. Write the names of tools.
4. Type the information on the chart and use this chart to review Tools.

Worker	Tool

Competency 4: Name tools used at work.

What tools do you use?
What tools _____ use?

Worker	Tool
Simion	brush, wire brush, tape
Theodore	brush, wire brush
Luz	file, knife
Francisc	caliper, screwdriver, hammer, pliers, wrench, file
Francisco	pliers, brush, wrench
Vicente	hammer, pliers, wrench, brush
Kyrstina	brush, wire brush
Ana	brush, wire brush
Raul	brush, hammer, pliers, brass stick
Lucio	brush, pliers, hammer
Francisca	file, pliers, knife

[redacted] COMPETENCIES: LEVEL 2

1. Follow production changes.
2. Describe a work problem to a supervisor.
3. Ask someone to repeat something or speak more slowly.
4. Follow company policies.
5. Read and comprehend job instructions.
6. Read the Plant Personnel Phone Listing.
7. Read the Job Bid Form.
8. Communicate with co-workers using [redacted] company and department vocabulary.
9. Read about [redacted] history.
10. Describe your own and other people's first job at [redacted]
11. Name the safety equipment used at [redacted]
12. Use vocabulary necessary to identify substandard product.
13. Contribute ideas orally to improve productivity and efficiency.
14. Report personnel-related problems to Human Resources.
15. Identify potentially hazardous situations and warn co-workers.
16. Read safety labels, charts, and posters.
17. Describe briefly [redacted] mission, products, and departments.
18. Describe the products.
19. Read brief memos.
20. Interpret data displayed on a simple graph.

Competency 10: Describe your own and other people's first job at [redacted] ES.-2

Name	Yr.	Dept.	Title	Dept.
Sofia	'80	[redacted] Packing	Packer	70
Gloria	'78	[redacted] Packing	Packer	200
Max	'74	[redacted]	[redacted] Catcher	150
Mariano	'84	[redacted] Packing	Porter Miscellaneous Operator	200
Carmen	'64	[redacted] Packing	Puts [redacted] in cups	2000
Francisco	'77	[redacted]	Machine Operator	150
Guillermina	'76	[redacted]	Caser	100
Carmen	'76	[redacted] Packing	Caser	300

[redacted]:/word1/2-4-94/sg

WORKSHEET #1: [redacted] HISTORY

Write about yourself.

I started work at [redacted] in _____. I have worked for [redacted] for _____ years. I worked in the _____ Department. My job title was _____. I was responsible for _____

_____.

About _____ people worked in my Department. About _____ people worked at [redacted] at this time.

Write the name of the person next to the number. Then, complete the paragraph.

1. _____

_____ started work at [redacted] in _____. _____ has worked for [redacted] for _____ years. _____ worked in the _____ Department. _____ job title was _____.

(name) (year) (He / She) (His / Her)

_____ was responsible for _____

(name)

_____.

About _____ people worked in _____'s Department.

(number) (name)

About _____ people worked at [redacted] at this time.

(number)

[redacted] COMPETENCIES: LEVEL 3

1. Explain job tasks performed.
2. Receive messages from and deliver messages to co-workers.
3. Read memos about safety.
4. Read and understand [redacted] employee handbook.
5. Describe the history and organizational structure of [redacted]
6. Describe how [redacted] products are made.
7. Read complex memos.
8. Write job titles and numbers of positions in your department.
9. Write description of your department.
10. Write about your and other people's first job at [redacted]
11. Name the safety equipment used in one's job.
12. Describe quality problems.
13. Orally suggest process improvements.
14. Write suggestions for process improvement.
15. Read [redacted]
16. Read [redacted] memos.
17. Interpret data displayed on a complex graph.

Competency 11: **Name the safety equipment used in one's job.** ESL-3

SAFETY CLOTHING at [redacted]

	COTTON GLOVES	HEAVY COTTON GLOVES	PLASTIC GLOVES	RUBBER GLOVES	SAFETY GLASSES	EAR PLUGS	HAIR NETS
[redacted]	X			X	X	X	X
[redacted] room	X		X		X	X	X
[redacted] packing	X		X		X	X	X
[redacted]	X	X			X	X	X
[redacted]	X	X			X	X	X
enrober	X		X		X	X	X
[redacted]	X	X			X	X	X
hard goods packing	X				X	X	X
[redacted]	X				X	X	X
[redacted] line	X	X			X	X	X
receiving		X			X	X	X

Worksheet: Safety Clothing at [redacted]

A. Answer the questions.

1. How many departments are on the chart? _____
2. How many types of safety clothing are on the chart? _____
3. How many kinds of gloves are on the chart? _____
4. Is there any safety clothing which is NOT on the chart? _____

   If yes, what is it? _____

B. Answer the questions.

1. What safety clothing does the [redacted] Department wear? _____
2. What safety clothing does the [redacted] Department wear? _____
3. Does the [redacted] line wear rubber gloves? _____
4. Does the [redacted] Department wear cotton gloves? _____
5. Does the [redacted] Department wear cotton or rubber gloves? _____
6. How many departments wear hair nets? _____
7. How many departments wear safety glasses? _____
8. Which departments wear rubber gloves? _____
9. Which departments wear heavy cotton gloves? _____
10. Which departments do not wear plastic gloves? _____

_____

11. Do all departments wear gloves? _____
12. Which departments wear cotton gloves, plastic gloves, safety glasses, ear plugs, and hair nets?

_____

C. Answer the questions about safety clothing.

1. Why do workers at [redacted] have to wear hair nets? _____

_____

2. Why are ear plugs necessary? _____

_____

3. Why does everyone have to wear safety glasses? _____

_____

4. Why are gloves important? _____

_____

5. What is the difference between cotton gloves and plastic gloves? _____

_____

D. Answer the questions about yourself. Write complete sentences!

1. What is your job? _____
2. Which department do you work in? _____
3. Which safety clothing do you wear? _____

_____

4. Why do you wear this safety clothing? _____

_____

_____

_____

5. Is safety clothing important? _____

E. Use your answers to write a paragraph about safety clothing and your job.

[redacted] GENERAL LINE READING

Your Money

By Robert Wilk

[redacted] Credit Union wants your business!

Active since 1927, the [redacted] Credit Union has helped many employee's dreams come true by providing loans for new cars, education, home repairs and m[redacted]her worthwhile reasons. The Credit Union is open to all full-tim[redacted]. and presently has 1,701 members.

The [redacted] vides a way for you to save money painlessly th[redacted]ons. You don't take the money home, so you [redacted]s an important key to saving.

[redacted]what is called a "share account" with just $25. Savings [redacted]+.5% interest, and a $1,000 certificate of deposit earns [redacted]e you have been a [redacted] employee for five years and a Credit [redacted]ember for one year, you are eligible to apply for a loan.

[redacted]s always easier to borrow from people who know you, and that's [redacted]ne of the big advantages of the Credit Union.

In the weeks ahead, the Credit Union Board of Directors will review sponsoring a major credit card for its members, as well as consider allowing families of [redacted] employees to join.

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1. What does a credit union do? _____

_____

2. How many people belong to the [redacted] Credit Union? _____

3. Who can join the [redacted] Credit Union? _____

_____

4. Can the following employees apply for a loan from the [redacted] credit union?

a) Grace has worked at [redacted] for three years. She wants a loan to buy a car. Yes No

b) Fred has worked at [redacted] for ten years. He joined the Credit Union in 1993. He wants a loan to buy a new house. Yes No

c) Joe has worked at [redacted] part-time for eight years. He wants a loan to buy a used car. Yes No

d) Mary has worked at [redacted] for six years. She joined the Credit Union in 1989. She wants a loan to send her daughter to college. Yes No

Course Overview

Course: Oral and Written Communication

Instructor: Bill Newman

Schedule: 36 contact hours (2 hours, 2 sessions per week for 9 weeks)

Course Goal: To improve participants' oral and written communication skills for better communication among co-workers.

Course Topics

- Describing one's job both orally and in writing
- Asking for and exchanging opinions about work related topics
- Describing a current work project
- Employing appropriate vocabulary to discuss computer security
- Comparing and contrasting working styles in the U. S. and other countries
- Developing debating skills when discussing sensitive issues at work
- Writing memos
- Pronouncing computer and other work related terms
- Employing appropriate grammar and punctuation in work related writing
- Comparing and contrasting American business communication styles and [redacted] corporate communication style.

[redacted]

Language Enhancement

Comparing and Contrasting

Form a group of four people. Try to make sure that your group has people from countries different than your own. List the ways in which the U.S. is different from your country. In what ways is the U.S. similar to your country? When your group has completed your lists, choose a representative who will present your lists to the class.

Follow up Activity

After you listen to my comments on your self-introduction, record your introduction again. Try to concentrate on the areas I have commented on. Next, make a 2-3 minute tape on which you compare and contrast working in the U.S. with working in your country.

[redacted]

Language Enhancement

Using Appropriate Language Styles

Pre-Activity Questions

1. In choosing the appropriate level of formality, what factors do you need to consider?

2. What levels of formality do you have in your language?

3. What levels of formality do we have in English?

4. How are the levels of formality different in English from those in your native language?

5. How do you address your boss in your culture? How do you do it here at [redacted]? Do you feel comfortable doing this?

Activity

Read pages 18-21 in Speaking Solutions. Do Activity 6 with a partner.

Follow up Activity

Correct your errors on the second taping that you did. Then make a 2-3 minute tape on which you discuss the differences in levels of formality between working in English and in your native language.

[redacted]

Language Enhancement

Exchanging Opinions

Pre-Activity Questions

1. How do you ask someone for their opinion about something?

2. What words do we use in English to introduce our opinions?

3. How do you signal agreement with someone?

4. How do you express reservations about someone's opinion?

5. How do you politely disagree with someone?

Activity

Read pages 90-92 in Speaking Solutions. Do Activity 6 on page 92.

Follow up Activity

In a group of four discuss the cultural differences between your native culture and that of the U.S. Try to focus on the impact these differences have on your job performance.

CURRICULUM EXCERPTS - READING/WRITING

The ability to read printed work documents was critical to each site. Reading skills were addressed in reading courses for native speakers as well as in ESL classes for second lanaguge speakers. The following curriculum excerpts reflect the use of the instructional designs found as well as materials developed for different proficiency levels.

COURSE OVERVIEW

Course: Technical Reading

Instructor: Melina Gallo

Dates: August 22 - October 24, 1994

Course goals: To improve participants' abilities to read and understand company documents.

Course Competencies: At the end of this course, participants will be able to:

1. Read safety signs
2. Read scrap sheets
3. Read quality plans from job packets
4. Read shipping tickets
5. Read shipping/productions orders from job packets
6. Complete daily time records
7. Read Personnel Policy Manual - section 501
8. Read press operator safety materials
9. Read company brochure
10. Read quality policy and mission statement
11. Read company memo regarding move tickets

Competency R/W 5.1: Read Shipping Ticket (Uarco)

Pre-reading Questions:

1. What are shipping tickets used for?
2. Who uses them?
3. Why are they important?
4. When are they filled out?
5. Why are they sometimes called "Uarcos"

Post-Reading Questions:

1. Where will this shipment be delivered?

_____

2. What method will it be shipped via?

_____

3. What is the customer's order number?

_____

4. What is the [redacted] order number?

_____

5. What do "pcs.", "wt.", and "PN" stand for?

_____

6. What are skids gaylords?

_____

7. How many pieces are on each gaylord?

_____

8. When was this ticket written?

_____

Melina L. Gallo, The Center DesPlaines, IL

READING-1

BANDOUT C

[redacted] COMPANY

SOLD TO [redacted]
c/o [redacted]
[redacted]

DELIVER TO SAMG

DATE 11-17 1993

YOUR ORDER NO. PB 15417
20365-73

OUR ORDER NO. 72

SHIP VIA ROADWAY

QUANTITY	DESCRIPTION
812	PCS OF EA ASSY PN# 7548144
	10 SKIDS GAYLORDS 81 PCS/EA GAYLORD
	5739 GROSS WT
2430	PCS PN 7548144 CAP INCLUDED
	1 OF PARTIAL OF JOB 20365
	20373
	20372

RECEIVED THE ABOVE IN GOOD CONDITION

DATE REC'D

No. 72975

RL

Uarco Business Forms

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Competency R/W 7.1: Read Daily Time Record

Pre-Reading Questions:

1. What are Daily Time Records used for?
2. Who uses them?
3. Where do you find them?
4. When do you use them?
5. How often are they filled out?

Post-Reading Questions:

1. What is the name of the employee who filled out this record?

_____

2. How many pieces were packed?

_____

3. What is the customer's name for job number 7629?

_____

4. What was the total number of machine hours worked this day?

_____

5. At which work center number was the packing done?

_____

6. What was the sequence number for the [redacted] job?

_____

7. What was the operation description for part no. 764928-3?

_____

8. How many man hours were worked during job number 3284?

_____

9. What is the employee number?

_____

10. What is the date for this Daily Time Record?

_____

DAILY TIME RECORD

DATE 4-7-94

MPLOYEE O. 39 NAME [redacted]

OB NO.	CUSTOMER NAME	PART NO. (IN FULL)	OPERATION DESCRIPTION	SEQ. NO.	WC NO.	QUANTITY (NO. OF PCS.)	MACH HRS	MAN HRS
84	[redacted]	764928-3	Notch + Form	2	2	5,000	4	4
229	[redacted]	1047912	rce + Form	4	4	2,500	2	2
27	[redacted]	32141C	ng	8	6	500	0	2

ALL INFORMATION IS

COMMENTS:

TOTAL HRS. 6 8

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Complete this "Daily Time Record" using the information found below.

DAILY TIME RECORD

EMPLOYEE NO. _____ NAME _____ DATE _____

JOB NO.	CUSTOMER NAME	PART NO. (IN FULL)	OPERATION DESCRIPTION	SEQ. NO.	WC NO.	QUANTITY (NO. OF PCS.)	MAC HR:

ALL INFO[illegible] TING TICKET

COMMENTS:

TOTAL HRS.

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[illegible]ember 7, 1994 [redacted] (Employee Number 42) worked on [illegible]achine producing part number 1053247 for [redacted] She [illegible].ed on this order from 4:00 p.m. until 5:30 p.m. at Work [illegible]ter 3. During this time she pierced and shearformed three [illegible]housand parts. This was for Sequence Number 2 on Job Number 4070.

Later that day, she worked on Job Number 3620 for [redacted] from 6:00 p.m. until 9:00 p.m. at Work Center 5. She trimmed and formed tabs on the material to make part number 1043211. This was Sequence Number 5 according to her production order. During this time period, she made five hundred parts.

She finished up the day at Work Center 5, nickel plating the parts that she had just trimmed and formed. This was shown as Sequence Number 6 on her job order. She was able to plate three hundred parts between 9:00 p.m. and 11:30 p.m. when she punched out and went home.

AT THE END OF THIS COURSE, STUDENTS WILL PERFORM THESE COMPETENCIES:

READING/WRITING

1. *Read and write decimals up to two places.*
2. *Read and follow written instructions in outline form.*
3. *Write a list of instructions.*
4. *Address packages for mailing.*
5. *Read a procedural memo.*
6. *Read a change of instruction memo.*
7. *Write a job-related memo.*
8. *Skim and scan work-related material for specific information.*

MATH/NUMBERS

1. *Read and write large numbers up to six digits.*
2. *Read and write decimals up to two places.*
3. *Compare written dollar amounts with numerical amounts (handwritten checks)*

PROBLEM SOLVING

1. *Define what a problem is.*
2. *Define four major causes of problems.*
3. *Define effective solutions for job-related problem solving.*

Directions: Look at the handwritten name in Column 1 and the typewritten name in Column 2. If the two names are exactly the same write **S** (same) in Column 3. If the two names are different, write **D** (different) in Column 3.

Example: ABC Company, Inc.	ABC Company, Inc.	S
1. Gretna Electric Authority	Gretna Electric Authority	
2. Daffodil Tours, Inc.	Daffodil Tours, Inc.	
3. Rosenwald Realty Grp.	Rosenwald Realty Group	
4. Toca Research Institute	Toca Research Institute	
5. Freemont Data Service	Freemont Data Service	
6. A1 Radiator Works	A - 1 Radiator Works	
7. Peniston Bank	Peniston Bank	
8. Earlma Bakery Co.	Earlma Bakery, Inc.	
9. Copernicus Three Surgeons	Copernicus Tree Surgeons	

Directions: Please write the equivalent number.

Example: seventy-two 72

1. five hundred fifty thousand, three hundred eighty-one _____

2. eighty-eight thousand, four hundred sixteen _____

3. three million, nine hundred seventy-three thousand, two _____

4. six hundred million, eighty-two thousand _____

5. one hundred seven million, twenty-two _____

6. five thousand, seventy-two _____

7. eight hundred twelve _____

8. six hundred eighty-four dollars _____

9. nine thousand, forty-six dollars _____

10. twelve thousand, four hundred dollars _____

11. two hundred eighty-five thousand, five hundred twenty dollars and eleven cents _____

12. five hundred seventy-two million, four hundred fifty-three thousand, nine hundred eighty-seven dollars and ninety-four cents _____

READING AND WRITING COMPETENCIES

Read, understand, and use [redacted] forms and charts

1. Locate information on [redacted] forms
2. Read abbreviations
3. Read and understand Key Indicators chart
4. Read, understand, and be able to fill out an Inspection Document
5. Read and understand a bar chart
6. Read and understand a pie chart
7. Read and understand [redacted] financial information

Write notes, messages, etc.

1. Take a message
2. Write a note to an associate or supervisor
3. Read and respond in writing to questions about daily activities
4. Fill out a Job Performance Self-Review
5. Write a suggestion

Read and understand [redacted] prose documents

1. Read, understand, and use vocabulary from the [redacted] Manufacturing Vision
2. Read and understand [redacted] Company Profile
3. Read and understand [redacted] information
4. Read and understand Mini-Meeting notes
5. Read and understand a memo
6. Read and understand a Job Opportunity Notice (JOP)
7. Read and understand [redacted] newsletters, bulletins, and other publications

Name_____

A. *Pre-reading Discussion*

1. Who reads the mini-meeting notes?
2. What is challenging about them?
3. What is the purpose of the notes?
4. What is the basic format of the notes? How does the format help your understanding?
5. What is the advantage of reading the notes as opposed to just listening to someone read them or asking someone what the notes say?

B. *Read the Mini Meeting Notes*

1. Explore the format.
2. Read the headings and predict what might be written in each section. Read to answer our questions and confirm or refute our predictions.

C. *Post-reading Questions*

1. Who are these notes for? _____
2. Who wrote them? _____
3. When were they written? _____
4. How many sections are in these notes? _____
5. Why are some words big, dark (bold), and underlined?

_____

6. Who are the reserved parking spaces for? _____
7. Can you park in these spaces on Sundays? _____
8. What can you do with the telaccount number?

_____

9. What should you do if you don't have a pin number?

_____

10. If you want the low in-district rate at [redacted] Community College, what must you do?

_____

11. When can't you eat in the cafeteria? _____

12. List 4 things you can get in the Human Resources office.

_____

_____

13. In your own words, summarize what the **Safety** section tells you.

_____

14. How do these training classes speak to the Henry Ford quote?

_____

_____

MINI MEETING NOTES

To: All Department Managers/Unit Leaders
All Division Managers
All Directors

From: [redacted]

Date: Week of June 13, 1994

Reserved Parking Spaces - READ MONDAY

Each [redacted] lot has Reserved Parking Spaces. These spaces are for [redacted] associates who have 35 or more years of service with [redacted]. Please note - these spaces are reserved 24 hours a day. [redacted] associates, agency associates and [redacted] Security associates are NOT to park in these spaces on any occasion. This includes on Saturdays and Sundays. Please be considerate and park in the unrestricted spaces.

Telaccount Number - READ MONDAY

The Telaccount number is [redacted] Associates may use this number to make changes to their 401K Plan. Changes could [redacted]e an increase or decrease in percentage withheld, withdrawals, loans, investment's direction c[redacted] fund transfers, balance inquiries and/or rates of return. When calling you must have your pin [redacted] -cess your account. If you don't have a pin number, you must come to Human Resources [redacted] quire a new pin number.

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Grad[redacted] - READ TUESDAY

If any [redacted] Jun[redacted] i[redacted] [redacted]ildren who are graduating soon and would like their names placed in the [redacted]orward the information to [redacted] in Human Resources. The [redacted]ssociate's name, the child's name, and the school name.

[redacted]ommunity College - READ TUESDAY

[redacted] is located in [redacted] Community College service district, associates can take classes at the [redacted] the low in-district rate, regardless of where they live. To obtain an in-district rate, any [redacted] associates must come to Human Resources and fill out a Business Educational Service [redacted]ract. If any associates are interested in continuing throughout numerous quarters, associates must [redacted]tain this contract each time they register for a class.

Canteen Corner - READ WEDNESDAY

Low-Country Cooking - Tuesday, June 14. Join [redacted] as he prepares Low Country recipes like Charleston Crab Cakes in a video presentation. Canteen will be serving this dish and others from [redacted] [redacted] cookbook. Recipes and interesting handouts will be available and customers will be able to order [redacted]

Father's Day Special. Canteen has the perfect Father's Day gift. Dad's own cookbook and Dad's own apron. Available for purchase June 13-17 in the cafeteria. Stop by and take a look at Dad's own guide to everything mother never taught you.

Cafeteria Hours: The Dining Center hours have been changed back to 7:00 a.m. to 1:00 p.m. We are closed from 10:00 - 11:00 a.m. to change service from breakfast to lunch.

Human Resources - READ THURSDAY

Human Resources would like to make all associates aware of the items we have available to them. In the racks by exit doors, both in [redacted], there are: On The Mark brochures, Direct Deposit information, Breast Cancer information, Family Resources information, Birthday and Anniversary listings, newsletters, and a variety of product advertising pamphlets. In the Human Resources office, we have available, Employee Assistance Program information, information to obtain a new pin number for Telaccount, any insurance information, changes in taxes, life status changes, Great America tickets (adult ticket $22.00 and child ticket $12.00), and Walt Disney membership cards. The Walt Disney brochures will be set in each rack for interested associates. Also, if you have an address change, please see your department secretary.

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Safety

Person- ...me a long way since blacksmiths wore heavy leather aprons and the firs... ...uits that enabled them to breathe under water. There is a variety of ...ve equipment (PPE) available to protect you from head to toe:

...e skull and brain.
- goggles: save your sight by keeping flying objects, gases, dust or chemical splashes ... your eyes.
...d earplugs: reduces you exposure to all kinds of noise that can damage your hearing.
...rs: guard your lungs against hazards in the air, and some even provide you with clean air to ...

...ns: protect the torso from injury.
...ne right gloves: keep your hands safe from a variety of hazards.
Safety shoes: help prevent painful cuts, crushed bones, and severed toes.

Protection from Head to Toe was taken from Safety Pays, Bureau of Business Practice.

Point to Ponder

"Many persons think that by hoarding money they are gaining safety for themselves. If money is your only hope for independence, you will never have it. The only real security that a person can have in this world is a reserve of knowledge, experience, and ability. Without these qualities, money is practically useless". *Henry Ford*

NEW HIRE TRAINING: READING / WRITING

Course Competencies

1. Read a production outline.
2. Read [redacted] product sheets.
3. Summarize facts from a product sheet.
4. Read bar and line production and quality charts.
5. Write a memo which lists key facts.
6. Listen and take notes at a staff meeting.
7. Use notes to write a summary of a staff meeting.
8. Take a phone message.
9. Skim and scan [redacted]
10. Read Employee tock Option Purchase and Savings Plan.

1994

JANUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

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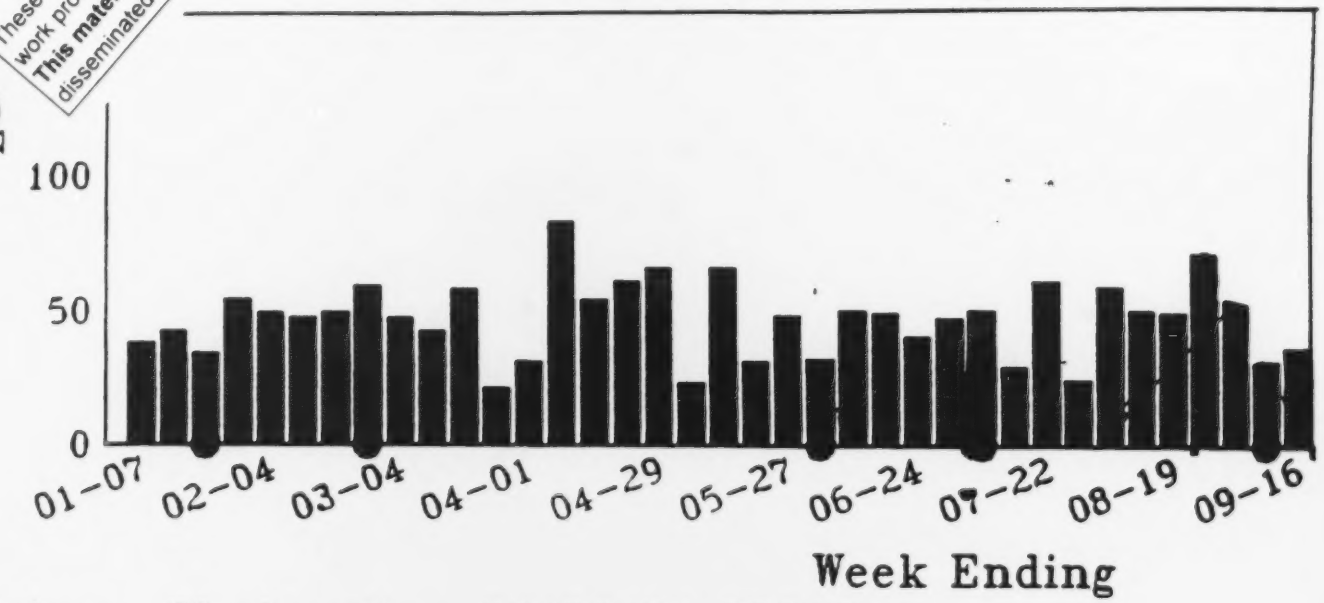
[redacted] Network

Total Item Processing



Volume Weekending 09/30/94 739134

—●— Holiday Week

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3.1 Worksheet # 1

Production Charts: Read bar charts.

Pre-reading: Quickly look at the chart and answer the questions.

1. Which department is the chart for? _____
2. What type of errors are listed on the chart? _____
3. What information is listed on the vertical side? _____

   What is the range of errors? _____

   What is the interval between the number of errors? _____
4. What is on the horizontal side? _____

   What is the range of dates? _____

Read the chart.

Worksheet 3.1, *continued*

Post-Reading: Answer the questions.

1. What was the error rate for the week ending May 27? _____
2. About what was the error rate for the week ending April 8? _____
3. Which week (s) has the lowest error rates? _____
4. Which week had the highest error rate? _____
5. Between which two weeks was there the greatest change in errors? _____

   What happened? _____
6. For which periods was there the smallest variation in errors? _____

_____

Work with a partner:
Look at the error rates. Can you see any trends?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

4.2 Handout # 4

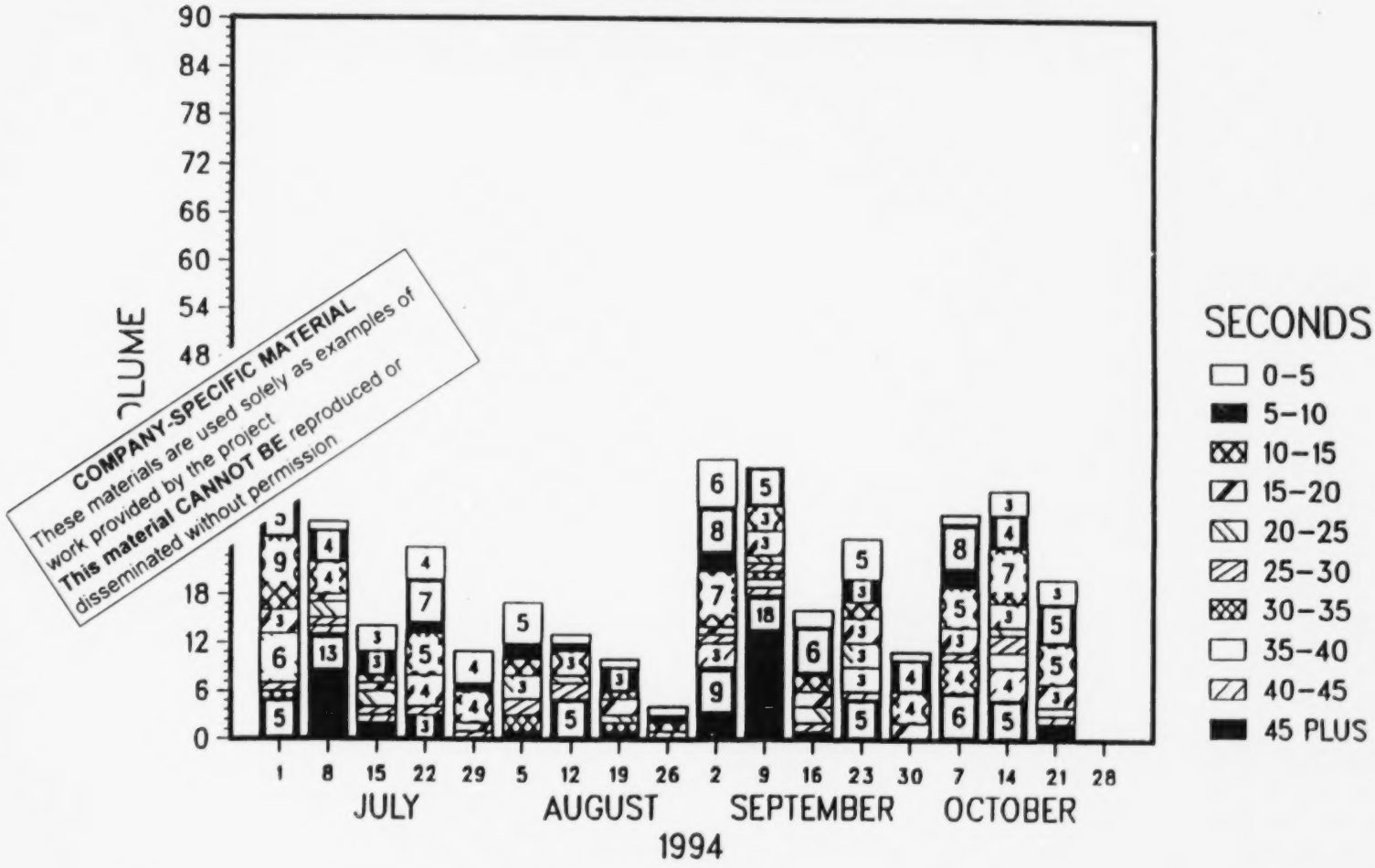
Production Charts: Read bar charts.

Read the chart ANB 8.
Write the number of calls of a particular duration that were abandoned in a given week.

Week	Seconds	Number
1) 8/19	5 - 10	
2) 9/9	45 - plus	
3) 7/1	10 - 15	
4) 9/16	20 - 25	
5) 8/12	0 - 5	
6) 10/21	15 - 20	
7) July 29	40 - 45	
8) Oct. 14	30 - 35	
9) July 15	5 - 10	
10) July 15	45 - plus	

[redacted] TELEPHONE SECTION

STATUS OF CALLS ABANDONED



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4.2 Worksheet # 4

117

Oct 26, 1994 12:20:33 pm $TAD

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116

READING AND WRITING COMPETENCIES

Read, understand, and use [redacted] forms and charts

1. Locate information on [redacted] forms
2. Read abbreviations
3. Read and understand Key Indicators chart
4. Read, understand, and be able to fill out an Inspection Document
5. Read and understand a bar chart
6. Read and understand a pie chart
7. Read and understand [redacted] financial information

Write notes, messages, etc.

1. Take a message
2. Write a note to an associate or supervisor
3. Read and respond in writing to questions about daily activities
4. Fill out a Job Performance Self-Review
5. Write a suggestion

Read and understand [redacted] prose documents

1. Read, understand, and use vocabulary from the [redacted] Manufacturing Vision
2. Read and understand [redacted] Company Profile
3. Read and understand [redacted] information
4. Read and understand Mini-Meeting notes
5. Read and understand a memo
6. Read and understand a Job Opportunity Notice (JOP)
7. Read and understand [redacted] newsletters, bulletins, and other publications

Competency: Read and understand a pie chart

Pre-reading Discussion

1. What are the reasons to use a pie chart vs. a bar chart?
2. What other pie charts have you seen at work or outside of work?

Reading Activity

1. What is the title of the chart?

_____

2. What accident occured the fewest number of times?

_____

3. How many people missed work because of strains due to repetitive motion?

_____

4. Who reported more injuries, [redacted] associates or agency employees?

_____

5. What is the biggest risk of injury in your area?

_____

6. What can you do to prevent it?

_____

_____

_____

7. Why do you think this information is presented in a pie chart and not a bar chart?

_____

_____

_____

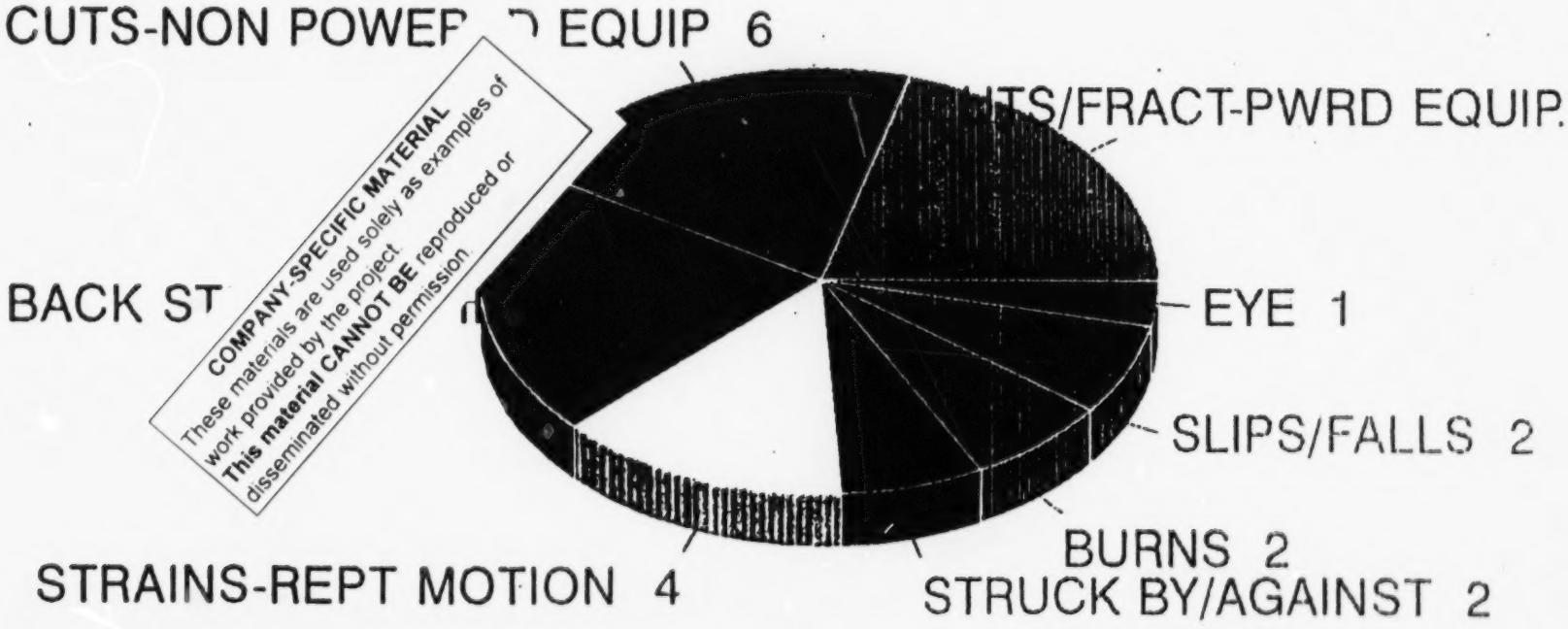
Post -reading activity

1. With a partner, pick one of the ideas we brainstormed as a class and create your own pie chart.

2. Bring in a pie chart from [redacted] or outside work.

OSHA BY TYPE

[redacted] LAB 94



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NOTE: 75% OF OSHA RECORDABLES ARE [redacted] ASSOCIATES, 25% AGENCY

[redacted] INPUT TEAM

Objectives

By the end of the course, learners will be able to:

1. Skim and scan to input data
2. Read advices and inquiries accurately
3. Read advices and inquiries at a faster rate
4. Separate credits from debits
5. Listen to inputting directions more effectively
6. State inputting problems concisely
7. Communicate data entry problems appropriately
8. Write input team correspondence effectively
9. Think analytically about accomplishing customer satisfaction through their tasks
10. Use Input Team procedures for processing advices and credits
11. Write large numbers for data entry documents
12. Acknowledge ownership of their work

(Skimming and Scanning continued)

Introduction:
Scanning is different from skimming. Scanning is a reading technique used when locating information about a single fact or a specific bit of information. For instance, looking up a friend's telephone number in a telephone book is an example of scanning.

Reading Activity:
Practice scanning by answering the following questions about the two pages of [redacted] terms.

1. What is a cutoff schedule?

_____

2. What is a charge against a [redacted] account?

_____

3. What is the number on [redacted] which helps the [redacted] to locate images of them in micro-film?

_____

4. What is the I.D used to access the CDD Menu called?

_____

5. What is a credit?

_____

CPCS Film - microfilm from the 3890 sorter which contains front and b[redacted] information.

CPCS Reference Number - assigned to [redacted] so that we can locate image of them on our micro-film records.

Credit - An addition to a customer's account.

Credit Transfer (ACH) - a t[redacted]nsfer that is created by a [redacted] moving [redacted] into a [redacted] unt.

CRU - [redacted]Returns Uni[redacted] that handles [redacted]s which were not honored at their [redacted] This unit is in [redacted] Services, otherwise known [redacted]

CRU Fiche - microf[redacted] the [redacted] returns unit. Contains the address, seq[redacted] dollar amount, reason for item and whether it [redacted]

CRU Reimburser[redacted]s to the [redacted] for [redacted] that ar[redacted] aid [redacted]

CTRs - Cur[redacted]ion Reports. A report sent to the government curre[redacted]ons under $10,0000.

CUISP Numbe[redacted] number describes a [redacted] tells its maturity da and ever[redacted], else about it.

Customer Sensitivity - see sensitivity report.

Customer Tapes - the original customer tapes included with a customer's [redacted], and stored in Customer Service in a batch envelope.

Cutoff Calendars - a calendar prepared by the customer that states what their cutoffs are for certain products or services.

Cutoff Schedule - a list prepared by the customer that tells how often and for what periods they would like to receive their [redacted] stateme and [redacted] reports.

Cycle Code - a special code on CDD Menu (PF2-screen) that controls when a [redacted] statement is generated.

Data Keying - the Data Entry area performs detailed keying of informati into CRT terminals. Examples of the usual types of information requested are customer invoice number, check number and dollar amount, remitter's name, and account number. Once the information is keyed, it is placed on magnetic computer tape and either sent t the customer or electronically transmitted over telephone lines. The customer then merges the information with its data base to automatically update its accounts receivables system. The system used is [redacted].

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SKIMMING AND SCANNING IN DATA ENTRY

Skimming and scanning can be useful skills when you do data entry. Answer the following questions about the inquiries and advices that are attached. Write each answer on the line.

1. How many inquiries are there?

_____

2. Of these, how many are debits? credits?

_____

3. Which inquiries were easily determined? Which were not? Why?

_____

_____

_____

4. How many advices are there?

_____

5. Of these, how many are debits? credits?

_____

6. Which advices were easily determined? Which were not? Why?

_____

7. Which of these questions did you answer by skimming?

_____

8. Which of these questions did you answer by scanning?

_____

[redacted] READING/WRITING COMPETENCIES LEVEL II

Workers will learn to perform these competencies in this course:

1. Read safety signs.
2. Read the [redacted] General Rules including Safety Rules.
3. Read the [redacted] Manufacturing Plant Absence and Tardiness Policy includ[redacted] Vacation Schedule and Safety/Attendance Incentive Policy.
4. Read names [redacted] ducts, codes, and labels.
5. • Read [redacted] osting.
6. • [redacted] PLE newsletter.
7. [redacted] ut an Employee Health Beneficiary Claim form with
8. [redacted] and fill out a [redacted] Plant Employees Profit Sharing Plan articipant Information Form with assistance.
9. Write a brief description of a problem involving [redacted] machines or safety issue with assistance.
10. Read and discuss the general rules and procedure for the LOCKOUT/ TAGOUT Procedure.
11. Read and write a basic job description.
12. Read and write a job process including procedures for using tools and equipment.

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Competency R/W II, Level I: 4. Read names of [redacted] products, codes, and labels.

Purpose for reading questions:
1. What are the characteristics of the square wheel grinder?
2. What kinds of code numbers are given as ordering information?

Post-reading questions:
Directions: Write "T" for true and "F" for false on the blanks in front of each statement.

_____ 1. The square wheel belt grinder has only one finishing purpose.

_____ 2. The grinder will put a satin finish on steel, iron or aluminum.

_____ 3. Its contact wheels are 3" and 5".

_____ 4. If a contouring machine is needed, the grinder will not be useful.

_____ 5. Cylindrical shapes can be made with the grinder.

_____ 6. The UPC number for the 60 Grit coated abrasive belt, 2" x 72", is 911291.

_____ 7. The UPC numbers 38307 and 38308 are the same except that 38308 has more horsepower.

_____ 8. UPC number 39315 is for the Complete Dust Collecting System.

_____ 9. The catalogue number for the Square Wheel Grinder, 2" x 72", 1 HP, is 4103.

_____ 10. Softer durometers are available in serrated tires only for catalogue number 504707.

Writing Activity:
Write a paragraph which describes the grinder or another tool of your own choosing. Include details so that the reader can visualize the tool and understand its purpose even if he or she has never used it.

SQUARE WHEEL BELT GRINDER

multi-purpose square wheel grinder is a heavyweight for all your finishing needs. Remove heavy stock, clean up welds, snag castings, or grind tools, knives or plastics. Put a satin finish on steel, iron or aluminum. Perform intricate contouring of uniquely shaped parts. Do it **all** with **one** machine. Plus, save costly set up time and the added expense of operating different machines.

Each Square Wheel Grinder comes complete with platen and 1½" and 3" smooth contact wheels, an 8" serrated contact wheel, tool rest, and a 50 grit be

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New Variable Speed Model with optional floor stand.

Distributed By:

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Competency R/W II, Level I: 6. Read the *We the People* newsletter.

Purpose for reading questions:
"The People Profiles . . ."
1. What job does [redacted] do at [redacted]?
2. What suggestion has he made as a member of the Gainsharing-Rewards and Recognition Team?

"The First New Cell of 1992"
1. What has happened to the Woodworker vise line?
2. What are the benefits of the new approach?

"Japan vs. US"
1. In what ways do plants in Japan eliminate waste?
2. What two groups at [redacted] "are geared to reduce waste and thus make [redacted] more profitable"?

Writing Activity:
Write a reaction paragraph of five to eight sentences for one of the articles read in class. Tell why you enjoyed reading it. Use the following questions to help you develop your ideas. Was the article about something you are especially interested in? Was it about someone you know? Did the article give you information about a subject that you'd like to know more about? What ideas of your own about the topics were brought to mind by reading these articles?

We The People...

Our New Newsletter

Tool & Machinery Division — February 1992

THE PEOPLE PROFILES...

[redacted] Roedell, our Set Up Operator for our Multi-Spindl[e] Screw Machi[ne] has beer[n] [redacted] Febr[uary]. P[rior] Tool, Roedell had been[n] dent for the Steelworkers more recently was a Set-Up [Operator] at [redacted] where[in] [he] also conducted Blueprint Reading and Measurement Tool Classes.

Roedell has made significant contributions to [redacted] Excellence. He currently resides on the Gainsharing - Rewards and Recognition Team which encourages ideas and suggestions to be submitted for improvements at our facility.

Recently Roedell has submitted his own suggestion to manufacture a spindle handle knob in-house instead of sourcing out the piece to a vendor. If implemented, this suggestion will prove to be a substantial savings to our division.

When Roedell was asked what [redacted] Excellence means to him, he replied, "Producing quality products and maintaining jobs."

COMPANY-SPECIFIC MATERIAL
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The First N[ew] Cell Of 1992

[redacted] line has changed its looks. The conveyors are gone, [re]d and the big skids of components have disappeared. How [di]d [t]hrough the visionary thinking and hard work of [redacted] Jo[e] [redacted] Team" did, was to change the manufacturing system from batch to [a] piece flow concept. Instead of running each operation separately, the [te]n was able to combine operations and run them concurrently to produce [a] complete[d] [redacted] vise in a little over 2 minutes.

Team

What benefit does this have? - more than one. First, the quality of the product is improved through smaller run quantities-defects are spotted early and before a large number of parts are run. Second, less space is needed on the floor and in the back for material.

Third, the customer will get the product when he needs it. This type of manufacturing leads to more flexibility and faster thru-put of material, therefore, there is less need for finished good inventory to meet customer demand. Finally, through the efforts of this team, they have been able to increase the thru-put of [redacted] vises from 16 pieces per hour to 24 pieces per hour. This translates to a $3.00 savings per vise or almost $14,000 per year.

This should be exciting to everyone especially when it shows up in the profit sharing at the end of the year!

Congratulations goes out to all of those who were involved in this project - you have all taken great strides to improving the [redacted] vise at [redacted]. The task now for this team and all associates is to continue to look for ways to improve. Eliminating waste, improving processes and becoming more flexible are the only ways [redacted] is going to remain competitive for the future.

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NEW HIRE TRAINING: READING / WRITING

Course Competencies

1. Read a production outline.
2. Read [redacted] product sheets.
3. Summarize facts from a product sheet.
4. Read bar and line production and quality charts.
5. Write a memo which lists key facts.
6. Listen and take notes at a staff meeting.
7. Use notes to write a summary of a staff meeting.
8. Take a phone message.
9. Skim and scan [redacted]
10. Read Employee tock Option Purchase and Savings Plan.

Employee Materials: Read a product sheet. **1.3 Worksheet**

Read the Product Sheet about the [redacted] Services.
Highlight the key facts and write a short summary.

[redacted]

Corporate [redacted] Services

1.3 Handout

WRITING-1

[redacted] Services

Vital Factors

The effectiveness of your daily operations depends to a great extent on your [redacted] services. You rely on your [redacted] partner to meet your needs and deliver consistently high quality products. When it comes to your [redacted] operations and your need for [redacted], timeliness and accuracy become crucial factors.

The [redacted] Difference

[redacted] has made a commitment to meet your needs for high quality products and service. Specifically, your operations can benefit from the timeliness of our [redacted] service. We are proud of the fact that our clients received all of their [redacted] orders on the expected delivery dates throughout 1991. Our success is largely attributed to our automated order system which allows clients to place orders between 8 a.m. and 1:30 p.m. (CT) for next day delivery. Furthermore, our record for accuracy of shipments and timely response to customer claims differentiates [redacted] from other providers.

Giving You Accessibility

With our [redacted] ervice, you have accessibility to a [redacted] supply even on a daily ba[redacted] You can make your request through our automated [redacted] ch tone telephone and designate the delivery dat[redacted] tionally, you retain control over access to the [redacted] y feature. You can even set a-maximum [redacted] curity. Orders placed by 1:30 p.m. (CT) [redacted] until 4:00 p.m. for next day delivery. We [redacted] requested by [redacted] shipments includes our itemized [redacted] daily lists the [redacted]

[redacted] you can be confident that your [redacted] shipment is [redacted] ccurate. During all of 1991, our clients experienced no incorrect orders. Our claim record for this same period is three claims per [redacted] shipped. When claims of [redacted] do occur, we process them promptly and acknowledge them within 24 hours of receipt. Furthermore, our state-of-the-art equipment allows consistent quality of fitness in all [redacted] we ship. As a result, the [redacted] you receive is appropriate for use by [redacted]

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Our Assurance

Our commitment to meet client needs extends beyond the products we offer through a Quality Process that leads the industry. We constantly measure the timeliness, accuracy and completeness of our services. With this process, we can respond quickly to problem areas and develop strategies to prevent recurrence. To learn more about our high quality [redacted] services, please contact your [redacted] Representative today.

6/92

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Contribute to solving problems and participating in meetings

1. Analyze and begin to solve a problem at work
2. Clearly explain your ideas at a meeting
3. Take notes at a meeting
4. Run a meeting

Name_____ Date_____

Pre-activity reading:

Here are four steps to problem solving.

1. *Define the problem.* Problems are easier to solve when you define them clearly.

2. *Find the cause.* It's important to find out what caused the problem or you might be treating symptoms and not causes. If you treat the symptoms, the problem will probably come back. If you can find the root cause, your problem will be much easier to solve. Asking questions is the best way to get to the root of the problem. Another way to get to the root cause is to keep asking "why?". For example:

   Why was the line jammed?
   Because the bottles were spilling and leaking [redacted]
   Why were the bottles leaking [redacted]?
   Because the caps were open.
   Why were the caps open?
   Because we got defective caps from the vendor.

3. *Look for possible solutions.* Don't reject any idea at this point -- keep an open mind. Write down every idea to help you solve the problem. Ideas lead to more ideas. Don't criticize any idea because that shuts down the creative process.

4. *Evaluate possible solutions and decide on a solution.* Decide on standards to help you evaluate your ideas. For example, you might want to reject any solution that could be unsafe or cause micro rejects. Look at the consequences of your solutions. Make sure the consequences are OK.

Group Activity:

Let's think of a few problems at work and try the four problem-solving steps.

Individual Activity:

Now you think of a problem at work.

1. Define the problem
2. Find the cause
3. Brainstorm solutions
4. Evaluate the solutions and pick the best one

Competencies: Clearly explain your ideas at a meeting
Take notes at a meeting

To the teacher:

Prior to practicing the above competencies, discuss the kinds of meetings class participants attend. Note the differences and the different expectations. Elicit tips for things to do or not do before and during a meeting. Have people report what happened at various meetings so you can get an idea of how you can have them participate. Discuss the role of notetaking during a meeting and tips on how to take notes quickly. Emphasize that they don't have to write each and every word.

We're ready. Have each person report on something they might actually report on or at least have knowledge about. While person a reports, b and c take notes. While person b reports, a and c take notes. While c reports, a and b take notes. Compare notes after the first person and again after everyone speaks (or along the way if you think it's needed). Observe different styles of notetaking and what was recorded vs. omitted.

Competency: Explain a work related problem

Name:_____

Directions: In pairs, think of all the work related problems you can. For example, the line jamming is a problem. What are some problems that cause that problem?

Four Steps for Making a Suggestion

1. State the problem.
2. Say why it's a problem.
3. State your solution.
4. Say why it's a good solution.

*****

What Makes a Good Suggestion
(Created by the course participants)

1. The problem is worth solving.
2. The solution is helpful to individuals and the company.
3. The solution is cost-effective.
4. The problem and solution are clearly and concisely demonstrated or stated.
5. The suggestion is given in a way that will be heard. (Don't put the listener on the defensive. Have good manners.)
6. The focus is on solving the problem, not on placing blame.
7. The solution gets to the root of the problem.

*****

With a partner, role play making a suggestion.

READING AND WRITING COMPETENCIES

Read, understand, and use [redacted] forms and charts

1. Locate information on [redacted] forms
2. Read abbreviations
3. Read and understand Key Indicators chart
4. Read, understand, and be able to fill out an Inspection Document
5. Read and understand a bar chart
6. Read and understand a pie chart
7. Read and understand [redacted] financial information

Write notes, messages, etc.

1. Take a message
2. Write a note to an associate or supervisor
3. Read and respond in writing to questions about daily activities
4. Fill out a Job Performance Self-Review
5. Write a suggestion

Read and understand [redacted] prose documents

1. Read, understand, and use vocabulary from the [redacted] Manufacturing Vision
2. Read and understand [redacted] Company Profile
3. Read and understand [redacted] information
4. Read and understand Mini-Meeting notes
5. Read and understand a memo
6. Read and understand a Job Opportunity Notice (JOP)
7. Read and understand [redacted] newsletters, bulletins, and other publications

Name_____

EXERCISE D. Class activity: Suggest ideas to add to the Manufacturing Vision.

EXERCISE E. Class activity: Select the best ideas and write a well-worded class Manufacturing Vision.

[redacted] Manufacturing Vision

by [redacted]

1. [redacted] teams work together to solve problems.
2. [redacted] expects quality people, performance, and products.
3. [redacted] is a leader in making the customer happy.
4. We work smart, not hard.
5. Safety is everyone's responsibility.
6. [redacted] nurtures new ideas and products.
7. [redacted] wants continuous training and improvement.

CURRICULUM EXCERPTS - MATH

The primary reason for providing math courses was the need for workers to participate in training and implementation of quality tools. The most frequently used tool was a local company Statistical Process Control program. The role of the workers in the companies varied. For example, in some companies, workers were expected to take measurements and plot points on an SPC chart, while in other companies the workers merely took and recorded the measurements while supervisors or quality technicians interpreted the data. In all companies, however, the need for improved math skills was evident.

The following excerpts reflect the need to develop additional worksheets to teach the exact computational skills as well as customized word problems to reflect the application of math skills in local contexts.

[redacted] MATH COMPETENCIES/SKILLS

1. Read whole numbers.
2. Add whole numbers.
3. Subtract whole numbers.
4. Multiply whole numbers.
5. Divide whole numbers.
6. Read decimals.
7. Add decimals.
8. Subtract decimals.
9. Multiply decimals.
10. Divide whole numbers into a decimal
11. Divide decimals into a whole numbers
12. Divide decimals into a decimal.
13. Use a calculator to perform the above skills.
14. Calculate amount of product by pounds and ounces.
15. Calculate value of product produced, distributed, or sold.
16. Calculate the number of hours worked in numbers of hours and decimals equivalents of hours.

[redacted] Math Class

Name _____

1. Lucy measured 14.6 pounds of [redacted], 7.86 pounds of [redacted] and 1.986 pounds of [redacted]. How much [redacted] did she have all together?

2. Earl loaded 217.95 pounds on the truck. If the truck holds 500 pounds, how many more pounds can he put on the truck?

3. Steve has 1709.6 pounds of [redacted]. He needs to pack it in 8 cartons. How many pounds should he put in each carton?

4. Salvador needs to fill 24 bottles of [redacted] with 12.5 ounces each. How many ounces does he need to complete the whole order?

NEW HIRE CURRICULUM MATH COMPETENCIES/SKILLS

1. Write the place value of a digit.
2. Read large numbers.
3. Write numbers as written amounts.
4. Write written amounts as numbers.
5. List from numbers.
6. List from written amounts.
7. List from [redacted]
8. Read a paycheck stub.
9. Verify a paycheck stub.
10. Convert minutes to a decimal part of an hour.
11. Compute hours worked.
12. Complete a time sheet.
13. Compare numbers.
14. Compare amounts and numbers.
15. Sequence numbers in ascending order.
16. Identify missing amounts or numbers.
17. Write a ratio.
18. Solve a proportion.

WRITTEN NUMBERS: Write numbers as written amounts

Examples:

NUMBER	WRITTEN AMOUNT
36	thirty-six
48,000	forty-eight thousand
1,045	one thousand, forty-five
2,461,802	two million, four hundred sixty-one thousand, eight hundred two
3,254,140,126	three billion, two hundred fifty-four million, one hundred forty thousand, one hundred twenty-six
$983.75	nine hundred eighty-three and 75/100 dollars
$1,349.00	one thousand, three hundred forty-nine and 00/100 dollars

Directions: Look at the examples and write the rules for:

1. Using a hyphen or a dash (-) _____

_____

2. Using a comma (,) _____

_____

3. Using the word "and" _____

_____

4. Writing cents as written amounts _____

_____

_____

WRITTEN NUMBERS: Write numbers as written amounts

Directions: Fill in the written amount for each number.

	Number	Written amount
1)	$789.65	
2)	$129.00	
3)	$1,375.00	
4)	$3,746.89	
5)	25,986	
6)	34,000	
7)	148,096	
8)	290,386	
9)	1,487,653	
10)	2,906,865	

Directions: Decide if the numbers are correct. Circle C for correct or I for incorrect.

	Written amount	Number	Correct or Incorrect
1)	five hundred fifty, five	550,005	C I
2)	fifty million, five thousand, five hundred fifty	50,005,550	C I
3)	five hundred five million, five hundred thousand, fifty	505,500,050	C I
4)	five billion, five hundred five thousand, five hundred	5,505,500	C I
5)	five hundred fifty, five	550,005,000	C I
6)	five hundred thousand, fifty	500,050	C I
7)	five billion, five million, fifty thousand, five hundred	5,005,050,500	C I
8)	five million, fifty thousand, five hundred five	5,050,505	C I
9)	fifty-five million, fifty-five thousand, fifty	55, 055, 015	C I
10)	five billion, five hundred fifty million, five hundred five	5,550,000,505	C I
11)	fifty-five hundred and 50/100 dollars	$5,500.50	C I
12)	five hundred fifty and 55/100 dollars	$550.55	C I
13)	fifty thousand, five and 50/100 dollars	$50,005.50	C I
14)	five hundred five and 00/100 dollars	$505.00	C I
15)	five thousand, five hundred and 00/100 dollars	$5,500.00	C I

HOURS WORKED: Convert minutes to decimal part of an hour

MINUTES	WORDS	FRACTIONS	DECIMALS
15	a quarter hour	1/4 hr.	.25 hr.
30	a half hour	1/2 hr.	.5 or .50 hr.
45	three-quarters of an hour	3/4 hr.	.75 hr.

You worked 7 hours and 30 minutes counting [redacted] You could write this time as 7 1/2 hours or 7.5 hours.

Directions: Answer the questions. Use the chart above to help you.

1) You spent 7 1/4 hours sorting [redacted] How would you write this time in decimals?

2) You went to lunch for 3/4 hour. How many minutes were you at lunch?

3) You filed [redacted] for an hour and a half. How would you write this time in decimal form?

4) You worked for 7.25 hours. How would you write this time as hours and minutes?

If you ever forget the decimal equivalents, you can change a fraction to a decimal by dividing the numerator (top number) by the denominator (bottom number).

Examples: 1/4 = $4\overline{)1.00}$ = .25

1/2 = $2\overline{)1.0}$ = .5

Directions: Change the following fractions to decimals.

1) 3/4

2) 7/10

3) 4/5

4) 1/3